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ABSTRACT

This teacher's guide on child development, care, and guidance is one of seven subject area guides developed for use in consumer and homemaking education in secondary schools in Texas. The guide is correlated with the "Conceptual Framework for Consumer and Homemaking Education in Texas." Content is based on the competencies needed by homemakers in the area of child care, with terminal performance objectives identified for each competency. Content is developed through learning and evaluation experiences. The guide contains experiences for seventh and eighth grade homemaking; Homemaking I, II, III; and a semester course. Competencies and corresponding terminal performance objectives are listed at the beginning of each section. Concepts related to the competencies are outlined in the left columns of the guide, while learning and evaluation experiences to develop the competencies are listed in the right columns. Appendixes to the guide include transparency masters keyed to learning and evaluation experiences and a reference list of books and sources of teaching aids which will assist the teacher in developing a reference library. (KC)

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CHILD DEVELOPMENT, CARE, AND GUIDANCE

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CHILD DEVELOPMENT, CARE, AND GUIDANCE GUIDE

Child Development, Care, and Guidance is one of seven subject area guides developed for use in consumer and homemaking education in Texas. Additional guides are available in the areas of Clothing and Textiles; Consumer Education; Family Living and Parenthood; Food and Nutrition; Home Management; and Housing, Home Furnishings, and Equipment.

Contents of the Guide

Each subject area guide is correlated closely with the *Conceptual Framework for Consumer and Homemaking Education in Texas.* Content for each subject area is based on the competencies needed by homemakers. Terminal performance objectives are identified for each competency. Content is developed through learning and evaluation experiences.

Each guide has colored dividers to indicate 7th and 8th Grade Homemaking, Homemaking I, II, III, and a semester course as follows:

7th and 8th Grade Homemaking – yellow
Homemaking I – orange
Homemaking II – green
Homemaking III – pink
Semester Course – blue
Transparencies – tan

Competencies and corresponding *terminal performance objectives* are listed at the beginning of each section. Competencies include the knowledge, skills, affective behavior and/or judgment needed by homemakers. Terminal performance objectives are the measurable behaviors expected to result from the completion of the learning and evaluation experiences. *Concepts* related to the competencies are outlined in the left columns. *Learning and evaluation experiences* to develop the competencies are listed in the right columns. Appendices include *transparency masters* keyed to learning and evaluation experiences and a *reference list* of books and sources of teaching aids which will assist the teacher in developing a reference library. For convenience the word *parent(s)* has been used where the words *guardian(s)* or *other adult(s)* may also be appropriate. Use discretion in determining how to word the activity for students.

How to Use the Guide

The subject area guides are designed to aid the teacher in identifying the concerns of seventh to twelfth grade students and the concepts appropriate for each grade level. The guides are not designed for use as a specific curriculum in any particular community or situation. Teachers will need to use their own judgment, initiative, imagination, and creativity in working cooperatively with students, parents, the school, and the community to develop an effective consumer and homemaking education program. The subject area guides are intended to guide, not dictate, the content of consumer and homemaking education courses.

Teachers should not expect to use all the suggested experiences in one class. Teachers may adapt, supplement, and expand the suggestions in view of the specific needs, interests, abilities, backgrounds, and levels of maturity of students. The variety of experiences included should enable teachers to select and use those teaching-learning experiences that will help their students reach the objectives. Many experiences can easily be adapted for use in FHA/HERO, home or extended experiences, or adult education.

Schools which do not offer all of the sequence courses outlined in this guide should consider combining content of different levels to meet local needs. Teachers and council members should review the suggested course content for each sequence level and the competency needs of students enrolling in the courses offered. Competencies to be developed in each course should be selected by students' needs and backgrounds. This may involve including basic concepts covered in 7th and 8th Grade Homemaking in Homemaking I, or adding more advanced concepts from Homemaking III to Homemaking II. The subject area guide should be a valuable aid in local program planning and curriculum planning whatever the situation may be.

Program Planning

Effective program planning for consumer and homemaking education in the local community involves: (1) understanding the community, (2) understanding human growth and development, and (3) planning cooperatively.

Understanding the Community. Planning and carrying out an effective consumer and homemaking education program requires that the teacher understand the community in which students and their families live. A study of social, economic, and cultural conditions in the community will contribute to this understanding. Such a study involves determining the representative types of home and family backgrounds; and appraising community attitudes, prejudices, values, industries, practices, resources, influences, and power structures. Because patterns of home and community life largely determine the needs and interests of individuals, knowledge of the community can focus on the problems of everyday life for the student, and can serve as a basis for curriculum planning.

Understanding Human Growth and Development. The development of the individual from birth throughout life is characterized by the accomplishment of certain tasks at each stage of development. Understanding these tasks and the characteristics related to them is an important part of program planning in consumer and homemaking education. Knowledge of developmental tasks has several implications for the teacher. The tasks indicate types of problems for which students must seek solutions. The teacher must realize that individuals of the same chronological age are not necessarily in the same stage of development. Because tasks arise at or about a given time in the student's life, however, the teacher should be able to anticipate the teachable moment and to provide learning experiences which will meet the needs, interests, and abilities of students.

Cooperative Planning. Planning the consumer and homemaking education program cooperatively with students, parents, teachers, administrators, and others in the community has been shown to result in more effective learning and a better curriculum than would be possible in a program designed by the teacher alone. Students, parents, and community members may be involved through questionnaires, planning groups, and advisory councils. Professionally trained persons, including the school principal, other homemaking teachers, teachers in other subject areas, guidance personnel, and local and area supervisors also provide essential contributions. When preliminary plans have been developed, the teacher will want to discuss program planning with students to provide greater insight into their needs and interests.

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Curriculum Planning

Curriculum planning is facilitated by identifying expectations for the students in the form of competencies and terminal performance objectives. What should the student know and be able to do at the completion of study? Concepts to be studied can be identified once the competencies and terminal performance objectives are known. The student then gains knowledge through the completion of appropriate learning and evaluation experiences. The competencies, terminal performance objectives, and concepts included in this book are only a guide. A careful evaluation of your particular teaching situation and student needs will be the first step in good curriculum planning.

Learning experiences in consumer and homemaking education may be provided through the classroom, home, community, and Future Homemakers of America/Home Economics Related Occupations (FHA/HERO). Students' interests are more easily sustained if a variety of experiences are provided for learning by seeing, hearing, feeling, and doing. The learning experiences suggested in this guide provide a variety of choices related to the concepts. They are designed to help students achieve the terminal performance objectives and the competencies identified. The teacher can select learning and evaluation experiences from those suggestions, or develop alternatives. The creative instructor will select, adapt, or add experiences to enable students to achieve the competencies.

Evaluation determines the extent to which students have reached the objectives and achieved the competencies designated for each course. Such evaluation is a complex task. Effective evaluation is a continuous process which involves determining behavioral objectives, collecting evidence of behavioral changes, interpreting the evidence collected, and using the evidence to improve the curriculum. The innovative teacher will rely upon a variety of methods in all domains of learning for student assessment.

Methods of evaluation include paper-and-pencil tests, oral tests, performance tests, check sheets and inventories, score cards, rating scales, behavior records, and observations.

A variety of teaching aids are needed for effective teaching. Such aids include transparency masters, audiovisuals, bulletin boards, games, resource kits, etc. The more approaches a teacher uses, the greater the chances all types of students will learn successfully.

Suggested Reading

Ahmann, J. Stanley, and Glock, Marrin D. *Evaluating Pupil Growth.* 5th ed. Boston: Allyn and Bacon, Inc., 1975.

Chamberlain, Valerie M., and Kelly, Joan. *Creative Home Economics Instruction.* New York: Webster Division, McGraw-Hill Book Company, 1975.

Cross, Aleene. *Home Economics Evaluation.* Columbus, Ohio: Charles G. Merrill Publishing Company, 1973.

Cross, Aleene A., ed. *Vocational Instruction.* Arlington, Virginia: The American Vocational Association, Inc., 1979.

Finch, Curtis R., and Crunkilton, John R. *Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation.* Boston: Allyn and Bacon, Inc., 1979.

TEACHING HANDICAPPED AND DISADVANTAGED STUDENTS

During the 1970's a dramatic civil rights movement for the handicapped and disadvantaged developed. In 1976, the Vocational Education Amendments placed greater emphasis than ever before on ensuring the right of persons with special needs to a free and equal education. The amendments require that a portion of the basic state grant funds be used for the handicapped and disadvantaged. These set-asides are intended to provide the additional educational services which handicapped and disadvantaged students may require. These students are often referred to as "learners with special needs."

The phrase "learners with special needs" is used to describe students with different, unique, exceptional, or highly individualized wants or demands that must be satisfied for them to succeed. The phrase points out the necessity for finding a personal solution to each student's learning problems. Any student who has not been making normal progress and who appears to be heading for failure in school may be identified as a learner with special needs. Thus, special needs is an umbrella term used to describe all handicapped and disadvantaged students.

Specific legislation providing for their educational rights includes Section 504 of the Rehabilitation Act of 1973, signed in 1976, which established a mandate to end discrimination of the handicapped and to get them in the *mainstream* of American life. In the same year, Congress passed the Education of Handicapped Children Act. Together, these set forth a comprehensive scheme of federal civil rights legislation for handicapped persons.

The provisions of this legislation make it mandatory that vocational education provide a free and appropriate education to handicapped students in the "least restrictive environment." This term is interpreted in regulations stating that "each agency shall insure. . .to the maximun extent appropriate, that handicapped children. . .are educated with children who are not handicapped." Further, handicapped students are to be ensured an equal opportunity to participate in and benefit from programs and activities receiving federal assistance. In sum, the civil rights legislation affords handicapped students the same right to vocational education as nonhandicapped students.

Mainstreaming is a term which refers to the enrollment of identified special needs students in regular classes. Mainstreamed students are placed in the regular classroom with the provision of special education support services. The term is used to describe the process of equipping handicapped students for entry into the "mainstream" of society, as mandated in Public Law 94-142. The term also applies to the placement of disadvantaged students in regular classes.

Who Are the Handicapped?

A national profile by handicapping condition of students in vocational education mirrors the profile of handicapped students in special education. According to the Vocational Education Civil Rights Survey, slightly more than 36 percent of the handicapped persons enrolled in vocational education are mentally retarded, and 37 percent have a specific learning disability. The remaining 27 percent are identified by one of nine other handicapping condition. Of these, seven percent are seriously emotionally disturbed, two percent are orthopedically impaired, three percent are visually handicapped, and four percent are deaf or hard of hearing. Of the remaining group, ten percent is listed as "other health impaired," and five percent are multi-handicapped. (See Table 1.)

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TABLE 1

HANDICAPPED POPULATION SERVED IN VOCATIONAL EDUCATION AND SPECIAL EDUCATION, BY HANDICAP[1]

	Percent of Handicapped Population Served in Special Education[2]	Percent of Handicapped Population Served in Vocational Education[3]
Mentally Retarded	21.8	36.5
Hard of Hearing	1.0	2.6
Deaf	1.0	0.9
Speech Impaired	29.4	2.7
Visually Handicapped	0.8	2.5
Emotionally Disturbed	8.2	7.3
Orthopedically Impaired	1.6	2.4
Learning Disabled	31.7	36.8
Deaf-Blind	0.0	0.2
Multi-Handicapped	1.5	4.6
Other Health Impaired	2.6	9.9

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[1] Conaway, Charlotte A. "Vocational Education Serves the Handicapped" *VocEd*, Vol. 56, No. 3 (April, 1981), p. 3.

[2] National Summary "State Agency Reports of Handicapped Children Receiving Special Education and Related Services," 1979-1980.

[3] Based on data from Vocational Education Civil Rights Survey-1980, Comprehensive High Schools and Area Vocational Centers (preliminary unedited survey data).

Mentally Retarded Students

Mentally retarded students function below average in the areas of intellectual, physical, and emotional development. Mentally retarded persons are capable of learning homemaking skills. However, as homemakers they will not have the constant supervision often given on the job. They must learn to make their own decisions and care for their own families as well as themselves if they are to live independently.

Characteristics of mentally handicapped students are listed below. The student:

- –may be of average physical size, but be uncoordinated and awkward
- –may have multiple handicaps
- –may perform poorly on intelligence tests, but may be "street-wise"
- –may function poorly in school and present behavior problems
- –may have short attention span, lack of concentration, learn at a slower rate, and have a lower capacity for learning
- –may be easily frustrated due to repeated failures
- –may have a lower resistance to disease and infection
- –may possess handicapping conditions varying from mild to severe or profound
- –can handle concrete learning more effectively than abstract
- –can learn to do skilled and unskilled work
- –can be employable.[4]

Emotionally Handicapped Students

The emotionally handicapped student's behavior may be unacceptable for the student's age level. The behavior may interfere with the student's own growth and development as well as with the well-being of others. Some emotionally handicapped students' growth and development is affected by their withdrawal from the environment. Other students cause disruptions around them by constant conflict.

Characteristics of emotionally handicapped students are listed below. The student:

- –may not handle stress well
- –may demonstrate explosive behavior
- –may have a negative self-image and exhibit hostility
- –may have a short attention span and be difficult to motivate
- –may use demonstrative behavior (kick chairs, slam doors, use obscene language) or be extremely quiet and withdrawn
- –may be easily frustrated due to many years of failure
- –may need positive reinforcement
- –may function more effectively in a structured but flexible environment.[5]

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[4] Durr, Gloria E., and Bell, Camille G. *Mainstreaming Strategies in Home Economics.* Lubbock, Texas: Home Economics Instructional Materials Center, Texas Tech University, 1980. pp. 6 -7.

[5] *Ibid.*, p. 7.

Learning Disabled Students

Students with learning disabilities are achieving less than their potential. They are normal in most respects, but have definite disabilities in one or more areas of development. Often their disabilities involve comprehension or the use of language. As a result, these students may exhibit difficulties in spelling, writing, and calculating.

Characteristics of learning disabled students are listed below. The student:

–may be behind in grade classification and reading ability
–may appear to be highly active, impulsive, restless
–may be uninhibited in speech and disorganized in thoughts and actions
–may exhibit frequent and sudden changes from explosive to docile behavior
–may display distracting or disruptive behavior to gain attention
–may have short attention span and be difficult to motivate.[6]

Deaf and Hard-of-Hearing Students

Because hearing loss is not as obvious as other disabilities, it is sometimes referred to as the "hidden handicap." Even a mild hearing loss interferes with learning and communication. Because it is not obvious, the symptoms of a mild hearing loss are easily misinterpreted as behavior problems. Students with mild to moderate hearing loss need to be encouraged to use residual hearing.

Students whose hearing is so impaired that they have problems understanding auditory information with or without a hearing aid or device are considered deaf. Without the ability to receive auditory communication deaf persons must rely upon their eyes for signals which represent ideas. The greater the hearing loss, the more the individual must depend on visual cues. Students with hearing losses might rely on alternate communication systems, such as lip reading, sign language, or written language.

Speech Impaired Students

Speech problems may include articulation problems, stuttering, impaired hearing, cleft palate, cerebral palsy, or voice. Some speech disorders, such as stuttering, occur in isolation. Other speech disorders are associated with handicaps such as deafness, mental retardation, or cerebral palsy. Speech is generally considered impaired when it "deviates so far from the speech of others that it calls attention to itself, interferes with communication, or causes the individual to be self-conscious and maladjusted."[7]

Deaf persons experience varying degrees of speech impariment, but they can learn to talk. However, speech and language skills are difficult for deaf persons to develop. Early treatment and special training can enable persons with severe hearing impairments to learn sufficient language skills to communicate.

Speech is the communication tool most used in relating to others. For this reason, a speech handicap can be a social handicap. If others respond unfavorably to a speech handicap, the student may be inhibited or withdrawn into a world of silence. The result may be impaired social development and a poor self-image.

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[6] *Ibid.*, p. 8.
[7] *Ibid.*, p. 22.

Blind and Visually Impaired Students

The visually impaired student may have a vision loss ranging from slight impairment to complete loss of sight. The extent of the individual's handicap is influenced by the age of onset of visual loss, degree of loss, and cause of impairment.

Persons are considered *visually handicapped* if they see no better from 20 feet what persons with normal vision see from 70 feet. The visually handicapped require special aids or devices to read standard printed material. A person is designated legally blind when with the best correction, the person can see less from 20 feet than a person with normal vision can see from 200 feet, or when the field of vision is limited to a narrow angle of less than 20 degrees. Most blind students have some useable vision, but have problems such as cloudy, blurred, or double vision, spots, loss of side vision, or loss of central vision.

The social skills of a visually impaired student are often affected by the restricted ability to get around in the environment. In addition, emotional problems may develop as a result of negative attitudes of others.

Physically Handicapped Students

The physically handicapped student has some degree of health or physical impairment that limits actions or mobility. Physically handicapped students have a special condition which may be caused by disease, may have existed at birth, or may be the result of amputation. The range of physical disabilities includes orthopedic impairments, neurological impairments, and other health impairments. Orthopedic impairments include paraplegia, quadriplegia, and amputations. Students may be missing limbs or portions of limbs which restrict mobility. Crutches, wheelchairs, and other essential equipment call attention to these disabilities for many orthopedically handicapped students. These students often encounter public reactions such as embarrassment, staring, or avoidance.

Neurological impairments include cerebral palsy and epilepsy. Other health impairments range from diabetes and nephrosis to osteomyelitis. These physical impairments vary by the degree of the handicap, the stability of the condition, and the length of time the individual has had the condition.

Physically handicapped persons are very conscious of their movement restrictions. Their frustration may be expressed in inappropriate social behavior. Such frustration may cause the individual to become verbally aggressive, blame other people, repress desires, withdraw into fantasy, degrade the original goal, act less mature, and compensate for the disability by shifting to different interests. These possibilities emphasize the impact the reactions of family, peers, and the public, as well as the student's own perception of the handicap, have on the student's progress, attitude, and success.

Health Impaired Students

Students with severe or chronic health problems, such as epilepsy, cerebral palsy, amputation, hemophilia, spina bifida, cystic fibrosis or diabetes, are classified as *health impaired.* Many of these students have trouble keeping their bodies functioning normally.

The extent of health impairement can vary greatly. Mild conditions may not be readily apparent. Moderate conditions may be very evident to the teacher. Students born with a health impairment are more likely to have made satisfactory adjustments to it. More recently handicapped students usually have a more normally developed set of experiences and abilities. Researching the student's potential is vital to understanding the student's capabilities.

Multi-Handicapped Students

A multi-handicapped student has a combination of two or more handicaps. Knowledge of each handicapping condition is essential in working with the student. Observation and study are necessary to understand the extent of the student's abilities and limitations.

Teaching Strategies for Handicapped Learners

Making the transition from school to adulthood is a giant step for most young men and women, but especially for those who are handicapped or disadvantaged. Consumer and homemaking education has a major role in teaching handicapped and disadvantaged youth homemaking skills which will help them take that giant step. The teaching strategies suggested here have been synthesized from literature on teaching the handicapped and disadvantaged student.

In order to live independently, they need the same homemaking skills as other students. Consumer and homemaking education teachers face the challenge of teaching handicapped and disadvantaged persons effectively, of providing adequate support services, of expecting an equal level of skill acquisition by all students, and of ensuring that skills taught are adapted for each special needs student's most efficient learning.

Home economics teachers need to recognize that many of their special needs students have not spontaneously picked up the homemaking skills their other students have picked up at home. Therefore, the teacher's impact on these students can be potentially greater and far more important than the impact on the normal individuals. The homemaking teacher's impact on normal individuals may be the difference between being an average homemaker or a good homemaker. With special needs students, the difference may be between being able to live independently and being partially or totally dependent on others. Teachers also need to recognize that most special needs individuals in their classes are capable of learning anything taught in those classes. But how they learn and how long it takes to learn are quite varied.

Henry Viscardi at the White House Conference for Handicapped Individuals in 1977 said that the most difficult barriers for handicapped people are "not narrow doors and rigid curbs, but narrow minds and rigid stereotypes." The same is true of the disadvantaged. When mainstreamed students are enrolled in classes, teachers must reconstruct their mind-sets so that psychological barriers can disappear.

Often the teacher's first exposure to special needs students is the day such a student enters the classroom. This lack of experience often causes teachers to feel uncomfortable and unprepared. The teacher must first accept the reality of the handicap before being able to see all the things the student is capable of as a person. This initial attitude of acceptance is crucial and is one of the important variables for the success of the special needs student.

Next the teacher must make an effort to learn about some of the aspects and the nature of the student's handicaps or disadvantages. The teacher can become knowledgable about specific needs and problems through access to the student's file and through communication with the special education teacher, the counselor, and the student. Only if the teacher feels confident in knowledge of the student's needs can the teacher be successful.

Lesson Planning

The first step in lesson planning is to identify the basic content and skills which are the same for *all* students. The teacher who has clearly identified what is to be learned, why it is to be learned, and ways and means to measure whether it has been learned, can focus greater attention on how it can be learned. By varying teaching styles and individualizing learning activities, the home economics teacher can provide for all students without labeling special needs students and making them conspicious within the group.

To be successful in teaching special needs students, the methods must be individualized. Planning activities with special needs in mind is essential. The very nature and variety of handicapping conditions indicates that there is no one method or technique that will always fit a certain handicap or that will fit all handicaps. Persons with the same handicap or disadvantage will vary in their response to it. Thus, each unit of instruction must be tailor-made for each special needs student in the class.

One solution to the challenges posed by a class of students with varying abilities is to group students by ability level for some activities. This allows the teacher to plan activities which fit the learning styles and needs of each group. It gives the average student a chance to cover more content and to work toward higher levels of learning. It also gives other students, such as the educationally disadvantaged or the mentally retarded, an opportunity for more teacher-student contact, extra time to cover content, and a chance for repetition and drill if needed. Class time can be divided into

1) large group discussion and teacher-directed activities, and/or
2) small group activities specially designed to meet each group's needs.

Small group activities could be designed to suit the audio learner, the visual learner, and the kinesthetic learner. Objectives and evaluation methods may be the same or different, but time spent in groups can be the same. The teacher can rotate among groups, or spend time directing the activities of one or more groups.

Some teachers make effective use of learning centers. Use of varied teaching methods and materials provides students with opportunities to grow at their own levels of conceptual development. This contributes to their sense of achievement. Peer tutoring works well in learning centers. Through participation in the activities of the center, special needs students have opportunities to interact with their peers and to experience success. Through tutoring they may experience a one-to-one learning situation which can be of value to the tutor as well as to the special needs student.

Special needs students should be evaluated, when possible, by methods that require a minimum of reading and writing. Students with learning difficulties can be asked to explain or to demonstrate in some way the concepts they have learned.

To evaluate fairly *all* students in the class, the following procedure is useful:

1) Determine the objectives to be achieved.
2) Determine entry-level behaviors by pre-test or other means.
3) Monitor and record progress toward achievement of objectives.
4) Measure achievement of objectives.
5) Translate progress toward achievement of objectives into the school's marking system.

Grading students in reference to a criterion reduces the frustration students feel when they are compared with each other.

1) Establish reasonable rules for the conduct of all students and be consistent in your expectations for student behavior.

2) Avoid being overprotective or overcompensating toward handicapped students by encouraging all students to be independent.

3) Provide handicapped students with space and time needed to complete tasks and avoid completing tasks yourself or allowing other students to complete them.

4) When appropriate, help students to learn to manage time and develop compensatory techniques to increase speed and ability and to help them keep pace with classmates.

Strategies for Mentally Handicapped Students

When teaching a skill to the mentally retarded, keep the following points in mind:

1) Break the skill down into simple sequential steps that can be repeated until the whole skill is learned.
2) Provide stimuli in a number of ways, through learning, seeing, and touching, all of which reinforce learning.
3) If a poor memory slows learning, review instructions frequently.

Since constant reinforcement is essential for mentally retarded students, demonstration is an excellent teaching technique. But demonstrations may need to be repeated several times. Establishing a set routine for activities, like preparation and cleanup in foods lab, helps retarded students learn what is expected of them.

Because mentally retarded students have short attention spans, lessons should be short and concise. When work is assigned, the amount should be limited. Before beginning a learning experience, review the previous information and materials on which it is based. Lessons should be planned so that repetition of tasks is possible. In presenting information on giving directions, use as few words as possible and only those that are familiar to the mentally retarded student.

Strategies for Learning Disabled Students

The learning disabled student is not mentally retarded, but uneven in development. The student's weaker areas can be evened out with step-by-step, structured teaching. Such teaching uses more than one sense–tactile, visual, kinesthetic and auditory techniques. This method of learning from all angles is effective for most students, but especially for learning disabled students.

Adaptations for learning disabled students must be designed to fit each student's learning style. Learning disabled students need extra help with such concepts as spatial orientation, reading, listening, writing, speaking, instructions, motor tasks, and tactile discrimination. Most learning activities can be designed to allow for these.

Social awareness of learning disabled students is often affected by their comprehension and perception problems. These problems often cause these students to fail to sense things that others would notice right away. Perceptual problems may result in incomplete information about others, such as failure to correctly interpret body language. The student may talk too much or laugh too loudly. The student may be unaware of irritating personal habits such as squirminess or excessive movement. The student may have a poor self-image but have no idea why others display dislike. Because the student does not catch on to jokes, he or she may become the butt of ridicule. On the other hand, the student may see something as amusing because the learning disability emphasizes the double meanings of some words. As activities are provided in a way that enables the learning disabled student to meet with success, some of these problems will fade into the background.

Strategies for Physically Handicapped Students

Various accommodations may be needed to make consumer and homemaking education classes accessible to physically handicapped students. Individual teachers can do a great deal to make their classes more accessible to physically handicapped students.

An *accommodation* (also called an adaptation) is a modification of a work place or the work itself which enables a physically handicapped student to perform. An accommodation can be as simple as wrapping a strip of foam around a pencil so that it is easier to grasp, or as complex as using an electronic arm to reach objects. The best solution to a student's individual problem is often the result of the teacher's and/or student's ingenuity.

By looking first for the simplest, most natural solution, simple, inexpensive accommodations are often found. Creative, step-by-step approaches to problem-solving yields solutions which are readily available, cost-effective, flexible, and attractive. However, solutions should be re-evaluated periodically to be sure they continue to meet the student's needs.

Changes in placement of furniture and materials or controls are often helpful for handicapped students. Modifications can mean changes in classroom and laboratory facilities, designing flexible work areas, or purchasing standard equipment with a view to special needs and adaptations. Some of these changes may be as simple as raising a work table so that a wheelchair can fit under it. Storage drawers and shelves can be labeled with Braille. Kitchen tools can be labeled by letter rather than color, so that a color-blind student can return tools to the correct storage area. When equipment is ordered for a new foods lab, a range which has burner and oven controls at the front will permit a student in a wheelchair to reach them.

Standard tools can be modified or assistive devices provided. Assistive devices use the principles of simple machines (lever, wheel, inclined plane) or mechanical power to aid or replace physical function. These devices can often be made from scrap materials or by using common equipment in new ways. Sometimes they can be borrowed from libraries, universities, or community health agencies. Assistive devices can also be purchased from rehabilitation supply catalogs. Some sales catalogs which do not specialize in rehabilitation contain gadgets useful to handicapped students.

Examples of these include a Braille label maker, which can be used with a visually handicapped student to label containers; an elbow-length oven mitt to protect the arm of a student who does not sense heat; and a C-clamp which holds fabric to the table while the student who uses only one hand measures and cuts it. Complex devices such as splints, hearing aids, and vision aids must be fitted by qualified professionals. Training in their use may be necessary.

Different movements can often be used to perform a task which the handicapped student cannot do in the usual way. Special education consultants may suggest that one body part or sense can be substituted for another. The student may have good ideas for approaching usual tasks in more individual ways. For instance, if one hand is weak, the student may be able to hold a bowl between his or her knees while mixing with a spoon. The student with a vision problem may be able to tell the difference between similar substances like salt and sugar by smell or taste. A sewing machine foot pedal can be placed on the table and operated with the elbow if needed.

Sometimes the best approach is to restructure the job for a handicapped student, much as rehabilitation counselors do in employment situations. Making an accommodation in job structure or design usually involves changing work schedules or job descriptions. For example, the student might need to send laundry out instead of doing it at home, to learn simple ways to garnish a purchased cake to save energy, or to select self-help clothes for a child.

Whatever the solutions, the teacher needs to observe carefully and consistently to make sure that the student's needs are reflected.

Who Are the Disadvantaged?

The terms *disadvantaged, special needs,* and *special populations* are used interchangeably to refer to minority groups such as Blacks, Asian Americans, American Indians, and Hispanics, especially those at poverty or low-income levels. All culturally different minorities are not disadvantaged. Some members of the majority culture are disadvantaged. However, cultural minorities have often been denied advantages enjoyed by the majority culture in the United States. The 1968 Vocational Education Amendments define the disadvantaged as "persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational program." Their education requires more extensive services. Without these services, disadvantaged students may become dropouts. The 1976 Amendments attacked this problem by setting aside a portion of federal vocational funds to pay for the extra costs of moving disadvantaged students into the mainstream of vocational education. In 1978, according to USDE figures, vocational education served approximately two million disadvantaged students. Consumer and Homemaking Education teachers are in a unique position to help these students prepare for life in the larger society, while developing respect for the unique cultural differences represented in the classroom.

Characteristics of Disadvantaged Students

Characteristics of disadvantaged students are listed below. The student:

- –may be a poor achiever
- –may live in a low-income family
- –may lack language skills because of poor language development and inability to speak standard English
- –may read at the fourth to sixth grade level
- –may have an acquired dislike of school
- –may pose discipline and attendance problems
- –may have a poor self-concept
- –may lack social skills for group participation
- –may tend to be aggressive
- –may have values and attitudes which are representative of a particular culture and of lower socioeconomic group

- may fear failure because of previous experiences in school
- may be slow in the performance of intellectual tasks
- may have poor work habits
- may tend to give up on tasks which provide no immediate sense of accomplishment
- may have a short attention span.

In summary, disadvantaged students suffer from rejection in society as well as in school. They often believe that the dominant group is responsible for their past and present segregation, limitations, and restrictions. They are aware and resentful that society has not offered them equal opportunities. They know that there has been serious interference with the exercise of the human and civil rights to which they are entitled. The consumer and homemaking education teacher must recognize the reality of these experiences and make every effort to assure that the students are welcome in the program and that everything possible is being done to make sure they learn.

Challenges to Teachers of the Disadvantaged

One of the greatest challenges facing the teacher of minority students is one of developing a positive and supportive attitude. Attitude is extremely important because it determines how the teacher treats the students. The teacher's treatment affects the student's attitudes toward school and ultimately the student's performance and success. Negative attitudes often stem from false stereotypes. Such stereotypes may result from often repeated generalizations about a cultural group and be supported by stereotypic stories and jokes. As a result of negative attitudes the teacher may convey to the student feelings that the student cannot succeed. Accordingly, the student fails. If, however, the teacher becomes familiar with cultural backgrounds and accepts students as individuals, the old stereotypes will seem less and less appropriate and the teacher's attitudes will become more and more positive.

Negative attitudes toward minority students are to a large extent the result of lack of knowledge about their cultures. Much emphasis has been placed on the problems these students have. However, teachers need to be aware that these students have strengths as well. These strengths often include acceptance of responsibility at an early age, ability to learn through concrete experiences, adherence to family and group rather than individual values, and good physical coordination and visual orientation.

Teachers are often apprehensive about teaching minority students. They may associate these students with a lack of success and unpleasant experiences. They may have been unsuccessful in previous attempts to teach minority students. They may feel unable to deal with problems often associated with minority students such as poor health, drug and alcohol problems, and poor housing and home conditions. To alleviate these fears the teacher should learn about the support services available in the school and community which can assist in dealing with these problems.

Teachers often feel uncomfortable communicating with minority students because they are not familiar with the students' language. When the language is a foreign one, the teacher can improve communications with students by learning the language. When the barrier to communication is nonstandard English, the teacher may have to learn from the students. Ability to communicate with students is extremely important since language plays such an important role in the student's life. If the student's language is rejected, the student may feel rejected and become less able to learn.

Another cause of difficulties in working with minority students is low expectations. Research shows that student learning is positively correlated with teacher expectations. However, it is not unusual for teachers to expect less of minority students than they do of other students.

Social, cultural, and economic deprivation affect learning. Deficiencies in language and reading skills are especially evident among the disadvantaged. In addition, disadvantaged students may not have been exposed to many concepts which are familiar to other students. For example, table setting might be very familiar to the middle-class student, but to students living in families without enough pieces of flatware to go around, it may be quite unfamiliar. In addition, factors that motivate the disadvantaged to learn may differ radically from those that motivate the middle-class person. Middle-class students may be motivated by grades, a diploma, or learning for the sake of learning; disadvantaged learners may need something more tangible and immediate to motivate them to learn, such as being able to see how they can use the information *now*. Bilingual teaching may facilitate learning for some students.

All students have a need to be successful. Failure deprives them of the satisfaction of that need. Some students who fail fight back aggressively. Others withdraw, stop trying, and become non-learners. Some get physically sick. Many drop out. To prevent these outcomes, the teacher must provide opportunities for success. The student then needs praise. Success on a small scale and praise will motivate the student to greater success in the future.

Suggested instructional strategies are as follows:

1. Reflect the cultural backgrounds of students in the classroom. Provide role models with which ethnic minorities can identify. Select textbooks and teaching aids which are multicultural. Invite guest speakers from the minorities represented in the class. Use pictures of persons from various cultural backgrounds on bulletin boards. Include ethnic foods, clothing, family patterns, child rearing practices, architectural styles, consumer problems, etc. in planning instruction.
2. Use instructional materials and methods which promote cultural understanding. If materials available do not promote cultural understanding, seek supplementary materials which do.
3. Help disadvantaged students learn by simplifying difficult tasks and presenting them in ways that will make them easier to grasp.
4. Adjust your teaching style to fit the learning styles of your students. Make sure also that the material taught is relevant to the student's life and needs. The teacher must understand the community and the disadvantaged within it. Relate instruction to the student's direct experience whenever possible.
5. Make an effort to involve all students in learning activities. Take advantage of student-initiated ideas to increase participation and interest.
6. Involve parents of minority students. This will require encouragement and interesting activities. Most of all, it will require a teacher who is an energetic organizer and who can get along with people. The effort to involve parents will pay dividends in increased student interest and increased parental support.
7. Help students to learn to evaluate themselves and assess their own progress. Evaluate students' efforts promptly, provide feedback, help students learn from their mistakes, and show them where and how they can improve.
8. Be honest with minority students. Don't give a rosy appraisal of problems. Honesty is an important way to establish rapport and develop the respect of these students.
9. Make instructions practical and basic. Explain *how* first; *why* later. Minority students are often said to learn best by doing; however, many educators believe this is equally true for all students.

10. Reward success. Since failure has been a common experience for many minority students, each success should be rewarded. It may be necessary to reward small steps to ensure that the student will eventually reach the objective or achieve the competency. Consumer and homemaking education classes provide many opportunities for producing tangible products which provide evidence of achievement. Students can see that they have baked a tasty bread, drawn a neat floor plan, made an attractive garment, planned an effective budget, or created an exciting toy. Consumer and homemaking education courses also make students feel self-sufficient, an attitude needed to function as an adult.

FHA/HERO For Special Needs Students

FHA/HERO (Future Homemakers of America/Home Economics Related Occupations) provides special needs students experiences they need to develop their full potential for living satisfying lives. These experiences benefit special needs students in several ways:

1. The experiences contribute to the student's sense of accomplishment and pride.
2. The activities of the organization provide students an opportunity to learn to work together.
3. Organization activities give the students the opportunity to learn from the teacher on an informal basis.
4. The organization provides recreational and social activities that help students develop wholesome relationships with others and desirable social skills.
5. Adult sponsors can set an example which helps students develop their own moral and ethical standards.
6. Participation in the organization helps students learn democratic principles.
7. Students learn to carry through on their own ideas and plans.

Through these experiences FHA/HERO can help the special needs student develop a sense of identity, a positive self-concept, independence, self-control, healthy relationships with others, moral and ethical values, and democratic and citizenship skills.

Special needs students often fail to pursue membership in youth organizations. These students may feel membership is too expensive or too exclusive. Membership may require more commitment than the student is willing to make. Several adaptations can enable FHA/HERO to develop the potential and talent of special needs students. These adaptations should enable the special needs student to try out ideas, to find someone who will listen, to permit mistakes without penalty, to build on successes, and to develop self-confidence.

Students should be made aware that the student organization is an important part of the Consumer and Homemaking Education program. A variety of techniques can be used to motivate students to participate:

1. Convey your own positive attitudes toward the organization to students.
2. Spend time in class describing the organization, utilizing slides, films, brochures, or speakers to motivate students to participate.
3. Inform parents of the purposes and value of the organization.
4. Utilize interested students in motivating other students to participate.
5. Give students the opportunity to participate in the organization's activities as quickly as possible.

Supervising Activities of the Vocational Youth Organization

To ensure continued participation, the teacher must integrate the activities and principles of the student vocational organization into everyday classroom and laboratory experiences. This helps students realize the value of the organization. Operating the organization as a part of the curriculum allows chapter information to become a part of classroom activities. Such an approach increases the frequency of communication about chapter activities and helps to maintain a high level of interest. It also helps students to see the relationship between FHA/HERO activities and their futures as wage earners, family members, and citizens.

Special needs students should be provided the same opportunities for personal growth and leadership development as other vocational students through participation in vocational youth organizations. Students need opportunities for leadership roles and active participation at all levels. Students should run for and hold offices. The chapter should have a full slate of officers and work through student committees to plan school and community activities. Students should be guided in learning the procedures of self-government through actual practice. They should have opportunities to participate in organization activities involving other chapters at local, area, state, and national levels.

Activities are appropriate for all FHA/HERO members for helping students develop the skills every young person must have to succeed in the world of work. Students can become involved in such activities as school-community projects, student recognition ceremonies, public relations, and competitive events. Activities of the organization provide excellent opportunities to increase public awareness of the potential of special needs students.

FHA/HERO can involve every special needs student through such activities as school-community projects and public relations. The teacher can encourage participation by providing motivation and rewards for efforts. Community activities might include school beautification projects, school bulletin boards, school stores, and lunchroom cleanups. Students can conduct anti-litter campaigns, organize walk-a-thons, talk-a-thons, and bike-a-thons, give assistance to projects organized by local civic clubs, or adopt grandparents in nursing homes. Club members can work at training centers for retarded children or adults and provide entertainment for those centers. The chapter could sponsor a radio show to publicize consumer and homemaking education. These activities can provide high visibility, bring instant recognition, and provide constant reinforcement to participants.

Participation in area and state FHA/HERO meetings can provide important new experiences for special needs students. These meetings may provide the student's first long trip away from home or the student's first view or a different geographical area. The cost of these meetings are within reach of all students or clubs. Sponsors can be found for those in severe need, or students can cooperate in fund-raising activities to finance their trips.

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7TH AND 8TH GRADE HOMEMAKING

SEVENTH AND EIGHTH GRADE
CHILD DEVELOPMENT

COMPETENCY: *Ability to recognize development which occurs during adolescence*

TERMINAL PERFORMANCE OBJECTIVES:

Identify the most visible signs of physical development during adolescence.

Analyze influences of physical development on the adolescent.

Relate in- and out-of-school interests and activities to intellectual development of adolescents.

Describe factors which influence an adolescent's personality development.

Assess factors related to achievement of adult status.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
A. Developing as an Adolescent	Study resources to define patterns of development. List characteristics of developmental patterns. Consider the following ideas: Development is similar for all. Development proceeds from general to specific responses. Development is continuous. Development proceeds at different rates. Various types of development are correlated. View a filmstrip or a film on the patterns of adolescent development. Tell in your own words what each type of development means. Read stories revealing individual differences in physical, mental, social, or emotional development. Point out individual differences illustrated in these stories.
1. Physical development of adolescents a. Physical changes	Read from selected references concerning the physical development of an adolescent. List characteristics of adolescent physical development. Share information with classmates. Draw cartoons illustrating adolescent physical development. Suggested caption: "Adolescence is. . ." Bring to class pictures of yourself as a child. Compare your body then with your body now. How have your body and physical appearance changed?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Construct a bulletin board using pictures or geometric shapes to show body changes of boys and girls during adolescence. Suggested caption: "How Do You Figure Up?"
	Think about your own physical development. In your mind picture the physical development that has occurred. What physical changes will you still encounter?
b. Timing of maturation	Define the term *maturation*. Ask a classmate to write the word MATURATION on the chalkboard. For each letter of the word give one word beginning with that letter that you feel helps to define maturation. Take turns naming words until all letters are used. Form a definition of the term using the words given. [NOTE TO TEACHER: One definition of *maturation* is the unfolding of hereditary potential in the individual.] What is the role of maturation in the learning process?
	Define *maturation* using the dictionary and references. Discuss the meaning. Apply maturation to the different types of maturity, including physical, intellectual, emotional, and social.
	Describe the maturation of boys and girls of the same age. List characteristics which indicate physical, intellectual, emotional, or social maturity. How did levels of maturity vary? Why? Can maturation be accelerated by eating, sleeping, exercise, etc.? Can anything slow maturation?
	Interpret a line graph chart showing differences in boys' and girls' rates of physical growth during adolescence. [NOTE TO TEACHER: Height and weight charts may be used for this.] At what age(s) are the growth rate differences between the sexes most noticeable? Why?
	Differentiate between *development* and *maturation* in examples given by the teacher. Give an example of a physical area of your body that is developing and an area where you feel your body is mature.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Common physical problems during adolescence	Read several references to define *puberty.* Share your definition with classmates. Predict possible ways physical development which varies greatly from that of peers may affect the self-image of an adolescent. Examples of physical development different from peers include: very tall girl, short boy, overweight girl, overweight boy, boy with latent voice change. Suggest ways of handling these problems to minimize inner conflict.
d. Effect of physical changes on personality (1) Self-concept	Construct a chart showing changes which take place in boys and girls during puberty and the approximate age at which each change occurs. Relate these physical changes to changes in self-concept, attitudes, and beliefs. List all the put-downs you say about yourself in 24 hours. What positive comments did you make about yourself? Why is it easier to say negative statements than positive ones about yourself? Shape clay to illustrate something about you. It can depict anything (hobby, interest, value, etc.). Explain clay figure to the class. Analyze cartoons or drawings to point out how physical changes affect self-concept, as illustrated in the drawings. Share with the class. Decorate a lunch or tote bag to illustrate your personality. Decorate inside the bag to tell something about your personality that few people see. Share and discuss.
(2) Attitudes	Complete the following statement with a typical experience. "I wish my parents had understood when. . ." For example: A boy whose growth spurt came late was embarrassed to ask a girl taller than he to an important social event, though his parents pushed him to do so. Explain how physical development can influence situations. How may individual differences in development cause embarrassment? How can an understanding of patterns of physical development be helpful to the adolescent? To an adolescent's parents?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Read a short story about how a teenager at some point notices the opposite sex. Do physical changes affect this interest? Are you more aware of your physical self when around the opposite sex? If so, why?
2. Intellectual development of adolescents a. Maturing interests	List your interests five years ago, last year, and now. Include such interests as favorite school subjects, clubs, activities, hobbies. How is your list an example of how individual interests change? Discuss the specialization of interests during adolescence.
	Describe your in-school activities five years ago, now, and in the future. [NOTE TO TEACHER: Current magazines may be used for stimulating ideas; or the superintendent, principal, or vocational counselor may present ideas.] How have your in-school educational activities changed? Do your educational activities demand more or less of your time? Explain. Give examples.
	Describe out-of-school activities which can be educational, such as part-time employment, travel, hobbies, or reading. Give examples of extracurricular activities you would like in your school. Discuss the practicality of fitting them into your time schedule.
	Keep a record of time you spend in school activities, and time you spend in out-of-school activities for a week. Compare the amount of time spent on each.
	Interview students of different ages to ascertain their in- and out-of-school interests and activities. Use a prepared interview form of questions, such as favorite singer, television show, subject in school, sport, and food. Observe how interests change during adolescence. Share your findings with classmates.
	Distinguish between junior high school and senior high school students' activities. Do you find that adolescents' activities become increasingly more complex?
	Show through a hypothetical situation how an activity can develop from simple to complex. Examples: clothing construction from hemming a dress to sewing a simple dress to sewing a tailored suit.
	Analyze the development of a creative activity. What basic skills must be acquired before you can focus on creativity? Explain how the activity may become more complex as it is pursued.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	List some myths about intelligent people. Explain the fiction in each myth. Is intelligence to be feared, to be ignored, to be made fun of?
	Plan and carry out a program to improve your intellectual development throughout the school year. Include such areas as developing self-discipline, improving study habits, etc.
b. Learning right from wrong	Study resources to define the following terms: *morality, laws, customs.* How do they differ? How are they related? How do concepts of morality vary from one culture to another?
	Analyze case studies and decide how you would react to situations which require a moral decision. Examples: cheating in class, skipping school, breaking a rule, revealing a confidence.
	Discuss how the level of maturation of an adolescent affects the kind of guidance the adolescent needs. Determine the kind of guidance needed by a mature adolescent. An immature one.
	Listen to a representative from the juvenile court or the youth crime division of the police department speak on common crimes of juveniles. What responsibilities do adolescents have in relation to the law?
	Write three sentences about ideas or concepts (such as honesty or truthfulness) that are important to you. Break into small groups and select one that everyone accepts as important. (If all can't agree on one that has been written, select a new one.) Record the first remembered instance in each group member's life that indicated this was important. Record any guidance you received, including ways the idea/concept has been reinforced (and by whom) over the years. Decide if it is something you wish to pass on to your children. Why or why not? How will it affect their learning of values?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Learning job skills	Listen to a panel of employers of teenagers discuss the opportunities and responsibilities in working with others. What part do attitudes concerning school work and responsibilities at home play in future attitudes concerning work? Based on information presented by the panel, discuss the following questions: What am I qualified to do for pay? How can I improve and learn more about this skill? How can I let people know of my abilities? Would I be willing to do volunteer work for experience? Research and list all the volunteer jobs teenagers in your community can hold. Visit the American Red Cross, hospitals, community centers, etc. where these jobs are to identify what skills and knowledge is needed for these jobs. [NOTE TO TEACHER: This activity could culminate in a work project with every class member making a contribution.] Identify qualities which contribute to getting employed in any field. Think of a responsibility that you have after school today. List the qualities you would look for in hiring a person to do this job for you. Which of these qualities contribute to getting employed in any field? Relate qualities which contribute to employability in any field, to success in child care jobs. Write the word SUCCESS on the chalkboard arranging the letters in a vertical line. Beside each letter write a word that begins with that letter, describing qualities that contribute to success in child care jobs. Examples: Secure, Useful, Careful, Cooperative, Energetic, Sociable, Sensible. Use other words that you think of. Discuss how these qualities contribute to success in jobs related to child care. Work in groups to role play situations that illustrate desirable and undesirable qualities of a person who works with children.
3. Personality and social development of adolescents	Look up several definitions of *individuality*. Write in your own words a definition you feel best characterizes individuality. Share your definition with classmates. How is individuality reflected in your personality? Make a bulletin board using pictures illustrating the individuality of adolescents. You might choose a title such as "Mirror, Mirror, on the Wall" or "Uniquely You."

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Analyze your own personality development by completing a personality inventory check list. Describe differences between you and a friend. How do you account for differences? Similarities?
	List and explain factors influencing adolescent personality development, including family, peers, and school. Which do you feel has the greatest influence on you? The least influence? Why?
	Work in groups to write a skit showing how such factors as family, peers, and school may affect your personality development. Present the skit to classmates.
	Draw two names of students in your class. Write two or three positive statements about each person and return these "I'm O.K.–You're O.K." statements anonymously. Was it difficult to be positive about some people? Discuss why without being specific. What positive aspects of yourself did someone else make you aware of?
a. Relationships with parents and siblings	Give examples from your own life of favorable and unfavorable relationships you have experienced with your parents or siblings. What characteristics are common for favorable relationships? For unfavorable?
	Make a bulletin board or poster using original drawings, cartoons, or pictures to summarize desirable parent-child relationships during adolescence. Suggested captions: "Family Climate," "Say It With Love," "Bill of Rights for a Democratic Family," or "Love is. . ."
	Describe early parent-child relationships, such as a parent and child going fishing together or a young child standing on a stool to dry dishes for a parent. Explain how early parent-child relationships affect parent-child relationships during adolescence.
	Discuss advantages and disadvantages of various age differences among siblings. Review your past relationship with your sibling(s) and predict future relationships. Example: Describe how you feel about a sibling now. How did you feel a year ago? How do you expect to feel a year from now?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Illustrate various sibling relationships by looking at pictures from magazines. Discuss each picture, and answer: (1) What seems to be happening in this situation? (2) What emotions does each person seem to exhibit in this situation? (3) Why would each person feel this way?
	Present a mini-skit depicting an undesirable parent-child relationship or sibling relationship. How may the situation be improved? Do an instant replay of the skit to show improved parent-child relationships.
	Study situations involving parent-child-sibling relationships in a given situation. Point out the favorable and unfavorable aspects of the relationship. Is there a "pecking order" in sibling relationships?
	Formulate a plan for improving the relationships in your family; then execute the plan. What were the results?
	Develop guidelines for evaluating parent-child relationships. Organize these guidelines into a check list or rating scale. Appraise your own relationship(s) with parent(s).
b. Relationships with peers	Give examples showing ways adolescents seek peer approval. Example: Adolescents often desire clothes, styles, food, and activities similar to peers. Why do adolescents "show off"? In what ways have you observed adolescents trying to seek their friends' acceptance?
	Relate the influence of fads in clothing, hairstyles, foods, slang expressions, music, activities, work experiences, and morals to an adolescent's social development. How does what is accepted by an individual's peer group influence his/her social development?
	Identify peer group social practices which influence you. Analyze their influence on your social development. How can you combat peer pressure when needed?
	Plan and carry out (if possible) a social activity which would involve your adolescent peers. What type of activity would encourage positive peer relationships to develop?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Problems of adolescence	Locate definitions of *mood* and *temperament.* Interpret the differences, similarities, and relationships between the two. List as many words as you can which come to mind when you think of the word "mood." How are moods related to problems experienced by adolescents? Watch a videotape of your class. What moods and behavior did you observe? Is "what you see" the same as "what you feel"? Why or why not? Did you observe some things about yourself you don't like? [NOTE TO TEACHER: Try to tape the class unaware of being taped. The experience will be more valuable. Students also might note differences between their behavior unaware of the taping and their behavior when they know they are "on display."] Identify typical worries of adolescents. List on the chalkboard common worries of adolescents. Which worries are more common in girls? In boys? What causes adolescents to worry? Pantomime nonverbal forms of communication, such as nail or lip biting, twisting hair, or frowning, which seem to indicate that a person is worried. Discuss how others react to these mannerisms. How does worry affect adolescent development? View and discuss a film depicting factors involved in controlling emotional responses. Describe ways of expressing emotions constructively. Construct a situation which stimulates an emotional response. Examples: Seeing your best friend with your boyfriend or girlfriend, cutting your finger, or having a disagreement with your parent. Predict your reactions to each situation. Describe a person with whom you don't get along. Why do you find it difficult to get along with this person? Examine your actions to determine those that are not acceptable to your peers. How can your actions be changed? Should they? What beliefs do you have that differ from your peers' beliefs? Are such differences necessarily bad?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Show through stick-figure drawings mature and immature emotional responses. Use these on a bulletin board titled: "Is It Under Control?" or "The Lid Is Off."
	Keep a log of your own emotional reactions/moods for one entire day. Analyze your reactions to determine those that are acceptable and unacceptable. Do you have more acceptable or unacceptable reactions?
	Develop plans for improving your methods of reacting in unacceptable ways. How can you cope with your moods? How can you cope with antisocial behavior? How can you cope with antisocial feelings you may have? How can you develop social adeptness?
	Read a reference to gain a better understanding of *antisocial behavior.* In your own words, define *antisocial behavior.* Compare your definition with those of classmates.
	View the word ANTISOCIAL printed on the board. For each letter, suggest words depicting antisocial behavior. For example: Aggressiveness, noncooperativeness, temper tantrums.
	Study resources to identify causes of antisocial behavior. Include factors such as physical and glandular changes, environmental factors, anxiety, etc. Summarize causes of antisocial behavior in a short paper.
	Divide into groups. Study resources to determine signs of personality maladjustment, such as habitual lying, excessive shyness, constant daydreaming, oversensitivity, overaggressiveness, cruelty to animals, or destruction of public property. Summarize signs of personality maladjustment.
	Act out situations showing signs of personality maladjustments. Discuss positive solutions with classmates. Use references as needed.
4. Cultural effects	Discuss the importance of early influences upon adolescent development. Consider the effects of variations in love, security, diet, exercise, and health.
	Research differences and similarities in adolescent development in different cultures. Consider the age at which a boy becomes a man and at which a girl becomes a woman, kinds of boy-girl relationships, and types of responsibilities assumed. Show the relationships between adolescent development in your culture and in other cultures. What differences and similarities are there? Use references when necessary.

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

5. Achieving adult status

Describe a situation illustrating a parent's misunderstanding of the factors influencing adolescent development. Predict the effect that a parent's misunderstanding of adolescent development might have on family relationships.

Read a story or view a film about parent-child relationships during adolescence. What problems might arise? How may good parent-child relationships help to overcome some of the difficulties encountered during adolescence? How do differences in expectations cause problems?

Observe a parent closely for several days. Try to put yourself in his/her place and try to understand why he/she does the things he/she does. This may be more difficult when you are involved in the incident. Try to keep your emotions from blurring what is actually going on. Do you understand your parent more now than before?

Interview adults whom you respect and admire. Ask them: "What are your responsibilities as adults? What were some of your experiences during adolescence? What advice would you give today's teens when they are frustrated about becoming adults?" Summarize your findings in a paragraph and report to the class.

Make two mobiles, one entitled "Adult," and one "Adolescent." Make a comparison of the likenesses and differences of adults and adolescents. Illustrate this comparison through the mobiles.

Plan and carry out a project at home that will demonstrate your growth toward adulthood. [NOTE TO TEACHER: This could be assuming responsibility for a task.]

Identify five goals that you hope to achieve in the next five years. List steps or events that must occur in order to reach each goal.

Read a reference to gain a better understanding of behaviors that demonstrate a transition into adulthood. Discuss your findings with classmates. Do you believe your family should give you more freedom? Why? Have you demonstrated that you can handle more freedom? How can this be accomplished?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

List transitions which have occurred in your life. Did each transition increase demands on you? Explain. Examples of transitions might include: baby to toddler, toddler to preschooler, preschooler to school-age child, elementary school to junior high school, one city to another, one type family to another.

Divide into small groups to list and discuss situations that show a transition from adolescence to adulthood. Situations might include: being given a new responsibility, being given a new freedom or privilege, being accepted in a new situation. What factors are at work? What are signs of adulthood in our society? How do we celebrate or note the transitions?

Brainstorm to list as many characteristics of your peers as you can. Examine the list and determine which characteristics you possess. Differentiate between those that are typical of adolescence and those typical of adulthood.

Plan things you can do to make the transition from adolescence to adulthood smoother. Include behaviors and activities. Carry out these plans if possible.

COMPETENCY: *Ability to identify factors affecting the care and guidance of young children*

TERMINAL PERFORMANCE OBJECTIVES:

Describe the responsibilities of parents and babysitters.

List characteristics of a good babysitter.

Relate characteristics of children to the four childhood stages.

Explain the importance of helping children follow established routines.

Relate the value of play to a child's development.

Identify safety factors to consider when selecting and caring for children.

CONCEPTS

B. Caring for Young Children
  1. Sitter-employer responsibilities

LEARNING AND EVALUATION EXPERIENCES

Brainstorm to identify factors contributing to effective relationships between the babysitter and the child's parent(s). How can each gain and maintain the confidence of the other?

Listen to a panel composed of adults and students discuss the following: responsibilities of parents and babysitters, pay, transportation, hours of employment, privileges, and restrictions. Using the information given by the panel, add to the list of factors other pointers mentioned by the panel. Explain how each pointer would benefit you in a babysitting situation.

Complete an information sheet for a make-believe or real family you babysit for. Be sure to include information such as the child(ren)'s name(s), special interests, bedtime routines, health routines, telephone numbers of someone to contact in case of an emergency, including the name and telephone number of the child(ren)'s doctor.

Develop a handbook for babysitters. [NOTE TO TEACHER: The handbook could be a class project.] Make enough handbooks for each class member. Include the tips given by the panel and any other helpful facts for babysitters.

Divide into groups. Each group will compare the handbook developed in class with one from another source. Are there important guidelines that were left out? If so, suggest which should be added.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Characteristics needed by sitter	Participate in a "popcorn" session to identify characteristics of a good babysitter. [NOTE TO TEACHER: A "popcorn" session is one in which students react spontaneously with rapid-fire answers.] List the characteristics on a chart or poster. Interview parents of small children to identify characteristics they look for when selecting a babysitter. Report your findings to the class. Make a class list of all the tasks parents ask a sitter to perform. How many tasks are not related to child care? What characteristics are needed to perform these tasks? Role play situations to illustrate ways the babysitter can relate effectively to the child. Illustrate situations such as: the babysitter's first night to sit with the child, the child's bedtime, or the child's not feeling well. Give examples of characteristics of the babysitter that allowed for dealing effectively with the situations. Analyze your own personal qualities. Point out the qualities you possess that are characteristic of an effective babysitter. Ask a classmate also to point out your effective characteristics. Make a plan to develop those characteristics you do not have.
3. Characteristics of child	Look at transparencies to identify the characteristics of children at each of the following ages: infant, toddler, preschool, and school-age. (See pp. 277-280.) [NOTE TO TEACHER: Some characteristics of children at these ages are as follows: (1) *Infants:* Physical–sucks, gums, turns head, rolls over, sits with help, reaches and holds objects, scoots, crawls, stands with support, and eats and drinks with help; Mental–coordinates movement, imitates, plays games; Language–makes sounds, cries, recognizes voices, reacts to simple words, says simple words; Social–enjoys being held, smiles, laughs, recognizes people, desires favorite toys. (2) *Toddlers:* Physical–stands and walks, climbs, eats table food, controls hands; Mental–enjoys things that move or make noise, grows in curiosity and exploration; Language–recognizes names of objects, learns simple words, matches words with objects, speaks for speaking's sake; Social–plays simple games, plays with people, learns discipline. (3) *Preschool:* Physical–plays actively and noisily, rides wheeled vehicles; Mental–counts, knows colors, cuts and pastes, builds, play acts;

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Language–talks, asks questions, tells stories, makes up stories; Social–plays with other children or independently, follows directions, takes some responsibility. (4) *School-Age:* Physical–runs, jumps, climbs, makes things; Mental–learns to read and write, develops arithmetic skills, classifies and organizes and collects things; Language–plays with words, uses secret language, uses more complex language; Social–is sociable, has a "best friend" of the same sex, needs adult support and approval.] Discuss the characteristics of children at each of the four stages as you look at the transparencies.
	Divide into four groups to research and locate information for a report on the characteristics of one of the following childhood stages: (1) Infant, (2) Toddler, (3) Preschool, or (4) School-Age. Observe children at the stage you are reporting on and include this information in your report. Make an oral presentation of the information to the other groups.
	Associate stages with characteristics of the stages by drawing from a box a slip of paper with a specific characteristic written on it. Place the characteristics in one of the four categories: Infant, Toddler, Preschool, or School-Age.
4. Children's routines	Read selected pamphlets and charts to gain a better understanding of the daily routines important to a child's development.
	List health habits for children on the chalkboard. Did your list include cleanliness, sleep, rest, and bathroom training? What other items did you list?
	Divide into groups of two. Prepare a skit using puppets to illustrate ways a babysitter can help children of different ages develop good health habits. Present the skit to classmates.
	Study resources to find out how health habits are learned and ways the babysitter may encourage them. Why is routine in establishing habits important? Give examples of ways disruption of the routine, such as taking a trip, having company, or adding a new child to the family, can affect a child's established habits.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View a display of items that might be used in the diapering, dressing, and feeding of a young child. Discuss the use of each item.
	Divide into pairs. Each pair will select one item from a display of items used in dressing and feeding a baby. Each pair will explain to the class how the item would be used. Exchange the item described with the item another pair described. Demonstrate how the item would be used based on the explanation by the previous pair.
	Divide into two groups. Each group will be given a big sheet of paper, a marker, and references on caring for children during bathing or sleeping. On the paper, one group will list bath rules and the other group will list sleep rules. Use references when preparing your lists. All rules will be shared when completed.
	Draw a slip of paper from a box containing rules for bathing or sleeping. Explain the rule you drew to the class.
	Invite a parent or child care worker to discuss the daily routines of caring for a child. How might you be able to assist a parent in these routines? What rules would you need to remember for each?
	Ask a mother of a young baby to demonstrate for the class the proper way to bathe the baby.
	Show skills in assisting with the daily care of a young child by visiting a neighbor, friend, or relative with a young child and assisting the parent in daily care for the child.
	Analyze the following statement: "Close supervision is necessary at all times when babysitting or caring for young children." Outline at least five consequences that could result from failure to supervise.
5. Children's activities a. Value of play	Name activities that you have seen young children participating in. Could these activities be considered play? What value(s) do you think the child is getting from these activities? Recall a favorite play activity/game from your childhood. Give examples of benefits you experienced from this activity.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Characteristics of children's play	Give examples from your own experience of common characteristics of children's play. Include both positive and negative characteristics. To what extent was the play guided by an adult?
	Analyze the following statements to determine whether they are true or false. Associate facts with each statement that led you to your answer. Share these with other class members. (1) Children should be made to share. *False.* (2) Children should not be allowed to participate in parallel play. *False.* (3) A child with only one friend is poorly developed socially. *False.* (4) Every child will be ready to participate in group play at the same age. *False.*
	Take a field trip to a local nursery or day school. Observe the children at play. Is their behavior different from that displayed at home? Discuss all observations.
c. Toys and play equipment for babysitting	Brainstorm in groups to list desirable characteristics of a toy for a young child. Combine all the characteristics into one list.
	Pretend you are shopping for a toy for a young child. Describe the characteristics you would look for in the toy.
	View films or transparencies on toys and play equipment suitable for different age groups. Predict the possible benefits. Why is it important for toys and play equipment to be suitable for the child's age?
	Select a toy from a department store or from home, and analyze the toy's features to determine those that are desirable or undesirable. Point out the desirable and undesirable features to the class.
	Develop a list or file box of suitable toys for use when babysitting. Include for each toy a list of characteristics and its suitability for various ages.
	Ask the manager of a toy store or department to bring good and poor toys to class. Discuss the rationale. Who buys which type of toys (parents, grandparents, friends)?
	View a display of toys. Use a developed check list to evaluate the suitability of each toy for use in babysitting young children. Compare your evaluations with classmates.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Make a goody bag for babysitting. Include items appropriate for a child of a specific age. What activities could you do with the child? What materials do you need?
d. Books	Read several children's books in class. Choose one you think a child would be interested in. Share your choice with other class members and explain why you think a young child would like it. [NOTE TO TEACHER: Local libraries are usually willing to share books, story hours, or a specialist in children's literature. Check with your library to see what services are available.]
	Discuss factors that make a story exciting. Give examples of things to remember when telling or reading a story. List the factors. How does reading dramatically affect the story? What effect does a monotonous voice have on the story?
	Demonstrate how to read or tell a story to a young child, utilizing the rules listed above. As a class, choose the best storyteller.
	Create a book for a child for a class project or for FHA/HERO. Examples: Illustrate a story, "Learning-how-to-do-book," cloth book. The book may be used while babysitting, or may be donated to a children's home, library, or hospital.
e. Music	Listen to a record or sing action songs which would be enjoyable for children. Follow the action instructions in the song. Discuss benefits a child may derive from such activities.
	Demonstrate ways children can make musical instruments from household items. Show how these items can get children involved in an activity.
	Analyze a children's song or record. Point out abilities the child would need for participating in the activities mentioned. Determine the approximate age for which the song or record would be appropriate.
f. Art	Break into groups. Brainstorm to list a variety of items that could be used in creative art activities. Share your ideas with other groups. Examples include: rice, macaroni, fabric, lace, trim, buttons, plastic containers, paper sacks, etc.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Bring an example of an inexpensive item that could be used as a creative medium by a child. Share this with the class.
	Exchange items from above with a classmate. Point out ways that the item could be used creatively. Summarize in a paragraph.
	Use a variety of materials to demonstrate art activities for children. Activities may include: potato printing, string drawing, finger painting, brush painting.
	Use finger paints and newsprint to paint a picture. Based on your painting experience, point out benefits of this experience to a child.
	Divide into groups to design an art activity which encourages exploration in children of various ages. Invite children to class to participate in these activities.
6. Children's safety	Review through the use of transparencies, films, or filmstrips, safety practices to follow in caring for children. [NOTE TO TEACHER: The American Red Cross may send a speaker to demonstrate safety and first aid for children.] Discuss the most common types of childhood accidents and steps which might be taken to prevent each type.
	Illustrate safety rules to follow with young children in a bulletin board titled, "Sitting Safely." Recall as many safety practices as you can from the transparencies, films, or filmstrips which you reviewed.
a. Hazards	List dangers and hazards for children which a babysitter should be aware of.
	Find an example in a newspaper of an accident involving a child. Share the article with classmates. What could have been done to prevent the accident?
	Describe situations in caring for children which may necessitate immediate use of knowledge of accident prevention or first aid.
	Divide into groups. Draw from a hat a situation that is hazardous or dangerous to a young child. Role play the siutation to illustrate knowledge of how to deal with the situation. Discuss other possible solutions to each situation.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. First aid	Make a list of all the minor injuries or accidents requiring first aid that might occur in a babysitting situation. Discuss possible ways of dealing with each situation.
	Listen and watch as the school nurse, an American Red Cross volunteer, a paramedic, or a fire fighter demonstrates first aid techniques. After the demonstration, explain at least one technique to a classmate.
	Divide into teams and practice first aid techniques as shown. Go through each technique at least once.
	Divide into groups. Each group will draw an emergency situation slip from a box. As quickly as possible, proceed with the first aid technique needed for that situation.
	Prepare a first aid kit that a babysitter could take when sitting with a child or children. Place the kit in the homemaking department for minor injuries that could occur there. [NOTE TO TEACHER: This should be a class or FHA/HERO Chapter project.]
	Organize and improve a medicine storage area in your home or school. Give special attention to making the area safe for a young child.
c. Emergencies	Participate in a "popcorn" session to list possible emergencies that might arise in a babysitting situation. Name sources in your community which contribute to the safety of children, including the American Red Cross, fire department, police department, utility companies, and civic organizations. Find telephone numbers for these and compile a list for use when babysitting.
	Recall an emergency that you have read about or an experience that might occur in a babysitting situation. How was the emergency handled? Was the outcome in the best interest of the injured party? Could it have been handled more effectively? Cite ways. What could have been done to prevent the accident? Share your experience with other class members.
	View a movie or filmstrip on hazards and emergencies. Determine first aid procedures that would be appropriate for each situation. Discuss these.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

View transparencies on typical problems babysitters face. (See pp. 281-283.) Discuss each situation. How would you handle it? When should parents be called?

Receive a "Babysitting Certificate" if you successfully complete this unit. [NOTE TO TEACHER: This is an excellent incentive for any part of this unit.]

COMPETENCY: *Ability to analyze career and job opportunities related to the field of child development*

TERMINAL PERFORMANCE OBJECTIVES: *Discover local entry-level job opportunities related to child development.*

Summarize the qualities desirable in an employee who works with children.

Explain educational requirements for careers in child development.

Predict future occupations related to child development.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Exploring Careers in Child Development 1. Career opportunities	Study a definition of *entry-level job.* List the characteristics of an entry-level job. Brainstorm to describe advantages for teenagers working in entry-level jobs related to child development. What are the disadvantages of child care work? Discuss job opportunities in child development, such as babysitter, child care aide, or nursery school aide. Which opportunities are available in your community? Which may be available in other communities? Construct a bulletin board illustrating entry-level job opportunities related to child development. Suggested caption: "Open the Door to Opportunity." Which of these opportunities are available locally? Read the want ads in your local newspaper. Point out career opportunities in your community relating to child care. Differentiate between those that are entry-level jobs and those that require education and experience.
2. Qualities needed	Brainstorm to list personal characteristics and qualities needed by people who work with children. Work in groups to role play situations that illustrate desirable and undesirable qualities of a person who works with children. Summarize the qualities desirable in an employee who works with children. Explain why you think one quality needed for working with children is important. Are some qualities more important than others?

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Write a letter of recommendation for a friend who has applied for a babysitting job. Include personal qualities that your friend has that would be beneficial for a babysitter.

Observe a person or a film of a person working in a preschool situation. Estimate the importance of interest in children to this job. Which actions of the child care employees observed depict this interest?

Determine through discussion the importance of good physical and emotional health for persons working with children. Interview persons who are responsible for selecting child care employees. What physical and emotional characteristics do they consider important? Why? Under what circumstances might a child care employee have the reaction, "I feel needed and useful"?

Develop a plan for a babysitting service for parents in your community. [NOTE TO TEACHER: This should be a class project.] Include the qualifications required of sitters who will work in this service. Have a child care director or other resource person cirtique your plan. What considerations did you forget? How does your service compare with a commercial service?

Volunteer to assist a parent or child care worker for at least one afternoon. Evaluate yourself to assess the qualities you have for working with children. How may you develop those you lack? Would you enjoy this type of work?

3. Educational requirements

Study references to identify the minimum educational requirements for careers in child development. How will an entry-level job help you toward a child care career? Discuss employment related to child development that requires little or no education or experience. How do these jobs differ from those requiring education and/or experience?

Investigate types of workers employed in a day care center, church nursery, in-home care facility, etc. Identify responsibilities of the workers and rank them in order of increasing responsibility. Compare the levels of training needed to perform the jobs. Why do some jobs require more training and education than others?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
4. Employment outlook	Read articles in current magazines relating to occupations in child care. Based on your readings, describe the outlook for such occupations to other class members. Do all readings agree on the outlook? Why could this vary from article to article? Give examples of local situations which might provide employment in the area of child care. Discuss ways to find out about these jobs. Create a new idea for an occupation or business related to child care that you could start in your own home. How could this benefit you if the employment outlook was unsatisfactory?

HOMEMAKING I

HOMEMAKING I
CHILD DEVELOPMENT

COMPETENCY: *Ability to evaluate care techniques which meet the basic needs of children*

TERMINAL PERFORMANCE OBJECTIVES:

Assess the basic needs of children.

Design routines which meet the basic needs of children.

Apply the principle of nutrition to meet the needs of the child.

Determine the health and safety procedures necessary for the care of children.

Assess factors to consider in the selection and care of children's clothes.

Analyze housing needs for the developmental stages of childhood.

Analyze various methods of guidance.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
A. Understanding and Meeting Young Children's Needs 1. Important needs of young children	Read selected references or view films about basic needs of children, including physiological needs, love, security, acceptance, trust, self-esteem, limits, and freedom. List basic and important needs of children. Discuss your list with classmates. Illustrate through mobiles, collages, or posters the needs of children. Explain the importance of meeting these needs. Divide into groups to play charades identifying basic needs of children. Draw a card stating a basic need. Take turns having one group act out the basic need and the other group guess which need is being met. Summarize a variety of ways to meet needs.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Routines for young children a. Health habits	Brainstorm to determine the importance of routine for a young child. Include security, ability to follow schedule, responsibility. Discuss the following statements and give examples to illustrate their meanings: "Routine gives the child a sense of security." "Routines become habits." "A habit is an automatic routine." Brainstorm to list health habits which are important for a child's development, such as cleanliness, sleep, rest, and bathroom training. Are these health habits important for persons of any age? Why or why not? Divide into groups. Select one specific health habit for a young child. Construct a poster, chart, or bulletin board to present the specific health habit. Read pamphlets or selected references on habits, such as toileting, bathing, eating, sleeping, dressing, grooming, tooth care, and exercise, which young children perform to maintain health. How are these habits learned? Work in small groups to prepare a skit using puppets to illustrate ways a babysitter can help children of different ages develop good health habits. Present the skit to classmates. Interview a parent of a two-year-old, a five-year-old, and and eight-year-old. Find out each child's routine. Which health habits have been included in each child's routine? Note differences according to age of the child. Discuss: How self-sufficient is each child? Is the child's schedule stable or erratic? How can you, as a babysitter, encourage the child in these health habits? Give examples of ways disruption of a routine, such as taking a trip, having company, or adding a new child to the family, can affect a child's established habits. Would it be helpful if the babysitter were told of any recent disruption of the child's routine? Why or why not? How can disruption of routine be handled smoothly? Recall babysitting situations where you, as a babysitter, helped children follow established routines and maintain good health habits. Why is it important to learn what the parent does when the child cries, wants something to eat or drink, is playful when it's bedtime, is out of

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	sorts, etc.? What do you do to help a child prepare for bedtime? Why is it important to know what clothes the child wears for sleeping? For outdoors? Why should you know if the parents approve of irregular feeding times for their child(ren)? Discuss with classmates. What additional ideas do your classmates have for helping children with health habits?
	Analyze specific situations to determine whether a babysitter has helped foster good health habits. [NOTE TO TEACHER: Provide students with situations to analyze.]
b. Self-help	Brainstorm to give examples of self-help devices which will help a child become more independent. Examples: alarm clock; stepstool; low clothesrods, hooks, light switches, shelves, and storage spaces; cup that won't tip over; suction-cup plate; child-size utensils and furniture; potty chair; front closures in clothing; elastic waistbands; large buttons. Bring items for a display.
	Divide into small groups to role play situations in which children are encouraged to help themselves. Examples: Dressing (self-help features, etc.); Eating (finger food, equipment which contributes to self-feeding); Cleanliness (having own towel, comb, brush, and toothbrush). How can you as a babysitter encourage children of different ages to help themselves? How can family members encourage self-help in young children?
3. Nutrition/Food for young children a. Nutritional needs	Study selected references published 1980 or later to identify nutritional needs of infants and young children. How do children's nutritional needs differ from those of adults? [NOTE TO TEACHER: Transparencies on the nutritional needs of infants and children are found on pp. 284-286.]
	Follow the USDA's 1980 Daily Food Guide for the nutritional needs of infants and young children. Explain changes in a child's nutritional needs as the child grows older.
	Make a mobile or poster illustrating the nutritional needs of children at various ages.
	Obtain a day's or a week's menu of a family with children. Explain whether or not this menu will satisfy nutritional needs of young children. What improvements can you make?
	Read about some disorders in young children which require special diets (cystic fibrosis, diabetes, PKU). Describe the diet required for each disorder studied.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Read selected references, or view a filmstrip, depicting factors involved in planning meals for children. Discuss the importance of the following: nutritional value, color, texture, size of portions, atmosphere, form in which food is served, seasonings, introduction of new foods. How could you make a meal of broiled chicken, mashed potatoes, gravy, cauliflower, vanilla pudding, and milk more appealing to a three-year-old? How would you improve the colors, textures, or shapes?
	Brainstorm to find easy nutritional snack foods for children. Examples: finger foods, flavored gelatin, carrot sticks, no-bake cookies, celery sticks, apple slices, peanut butter sandwiches, radishes, fish bites, variety fruits, chicken pieces, nuts, melons, tuna salad, boiled eggs, cheese, fruit drinks and juices. Bring some to class to eat to illustrate nutritious finger foods. Why are finger foods appropriate for one- to three-year-olds?
	Make a mobile illustrating junk foods to be avoided for preschool children. Label.
	View a display of foods which are inappropriate for children of various ages. Include such items as alcoholic beverages, rich or highly seasoned foods, "choking" foods, gum, nuts, fish and bony foods, carbonated beverages.
	Prepare a grocery list based upon a menu for a child of a specific age, keeping the menu and groceries in a given income bracket. Visit a grocery store to find the cost of items on the menu. Compute the weekly cost of feeding this child. How is cost per person affected by age, sex, and health of the child?
	Prepare lunch, an evening meal, or snacks for a youngster. Keep in mind the factors contributing to good nutrition and the palatibility of the food. What considerations in terms of time and ease of preparation must be made?
b. Emotional aspects	Identify some emotional traumas children can experience which relate to their eating habits. [NOTE TO TEACHER: Adults can be asked to speak to the class on experiences they have had with children, or articles may be read in magazines.] Discuss problems which result from parents enforcing the "clean plate" rule, rewarding children with desserts, constantly telling children what to do and what not to do during the meal.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Name a food you dislike. Discover factors that may have caused this dislike. Discuss the following questions: Did a parent dislike this food? Did you ever become ill after eating this food? Have you ever tasted this food? Have you ever been forced to eat this food? How may this dislike be overcome?
	Demonstrate possible ways of introducing new food to young children. Predict possible effects of each method. How would you get a child to eat sweet potatoes for the first time?
	Role play pleasant and unpleasant mealtime situations. Determine possible effects on the child's emotional attitude toward food. Discuss possible solutions to unfavorable situations.
c. Mealtime environment	View the transparency illustrating mealtime environments. (See p. 287.) Describe how a child would feel in each environment.
	Brainstorm to list factors which may contribute to a relaxed mealtime atmosphere. Include attitude of family members, lack of distractions, and appearance of the table and food.
	Divide into small groups to give examples of different kinds of mealtime environments. Include relaxed, hurried, quiet, noisy, and tense situations. As a class, interpret possible effects each environment has on the child's eating habits.
	Analyze case studies depicting mealtime environments. Point out possible methods for improving the situations.
4. Health and safety of young children a. Accident prevention	Read current periodicals or view a film concerning childhood accidents. What are the leading causes of death among young children? List the most common types of childhood accidents, and steps which might be taken to prevent each type. Discuss what you could do to keep a child safe around a stairway with no gate, plastic bags, electrical outlets, aspirins or other medicines, and sharp knives.
	Construct a bulletin board or exhibit showing hazards in homes with young children. Include items such as matches, scissors, knives, electrical outlets, frayed electrical cords, razor blades, poisons, and medicines. Use a picture of a cartoon character and the title, "Menaces in the Home."

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Look at pictures that depict safety practices in homes with young children. List the safety principle involved.
	Think about your home. Are there young children in the home? List five hazards for young children in your home. Discuss with classmates how these hazards could be avoided. [NOTE TO TEACHER: Develop an appropriate rating scale for evaluating home safety practices in homes where young children are involved.] Using the safety rating scale, evaluate how safe your home would be for young children.
	Participate in a hazard hunt to determine hazardous conditions planted in the homemaking department or viewed in pictures. Discuss how each hazard could be corrected. [NOTE TO TEACHER: For this activity you could set up a number of hazards on a portable shelf unit, or cart, or in an area separate from the classroom if possible. Examples: open aspirin bottle, toxic fluid in pop bottle, plastic bag, sharp knife, sewing equipment, toys in the middle of the floor. Often overlooked hazards include sharp corners on furniture, and carpeting which trips. Have students list hazards. Give a reward to the student who identifies all.]
b. Safety with play and play materials	Listen to a home demonstration agent or other resource person speak to the class on toy safety. Ask the person to explain safety features and hazardous features in toys. [NOTE TO TEACHER: Suggest the guest speaker bring samples, or get students to bring toys to be evaluated.]
	Study pamphlets and periodicals for criteria for selecting safe toys and play equipment. List the criteria.
	Evaluate children's toys for safety features, using a check list or another criterion.
	Design and make a toy or play material of some kind which applies all safety features. Does your toy design meet the criteria for safety features? Have classmates critique your toy design.
c. Immunizations and routine health care	Listen to a school nurse or other professional discuss the young child's needs for professional medical care, such as dental and medical checkups, immunizations, visual and auditory tests. Why should an infant or young child have regular medical and dental checkups? What is meant by the term *inoculations?* By *immunize?* Why is it important for a child to be immunized?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Read selected references; then make a chart showing the ages at which various inoculations should be given. Why should the doctor or nurse give the shot? Discuss the possible side effects from shots. Why is it important to keep a record of immunization?
	View the transparency listing inoculations for childhood diseases. (See p. 288.) What diseases do children need to be inoculated against?
	Design a chart for the analysis of young children's health care. List all of the information necessary in a child's health records. Designate when shots are needed and what kind, when to have doctor visits, including the eye doctor and the dentist. It might be helpful to list the possible side effects of shots and how to deal with them.
	Role play situations to show how the attitude of the caregiver can influence the child's attitude toward medical care. Depict a parent taking a child to the doctor. Possible waiting room situations: Parent says, "Don't cry, Maria. The shot won't hurt." Parent says, "Only babies are scared of doctors." Do an instant replay of each situation showing a better approach. Why is it important to help a child develop a positive attitude toward medical care?
d. Caring for a sick or injured child	Brainstorm to name common childhood illnesses such as tonsillitis, ear infections, colds, stomach virus, diarrhea, measles, mumps, chicken pox, scarlet fever, and rubella. Which of these are the most common? How may a knowledge of childhood illnesses improve your ability to care for a sick child?
	Read selected references to gain a better understanding of the symptoms of childhood illnesses and diseases. [NOTE TO TEACHER: A list of symptoms is found on the transparency on p. 289.]
	Explain through individual or small group reports the symptoms and causes of the more serious diseases which may occur during childhood.
	Make a chart, listing common childhood illnesses in one column and their symptoms in another column. What are some symptoms common to most?
	View a film showing procedures in caring for a sick child. Interpret the importance of each procedure observed.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Describe precautions which may be necessary in caring for children with a given disease. Examples: refraining from activity, eating a restricted diet, taking special medication. For easy reference, develop a chart or poster listing several accidents and illnesses that could happen to young children, Beside each accident or illness, list the treatment. Medical manuals and references will supply this information.
	Describe ways of keeping children who are ill or injured quiet and content. Suggest activities and games for a sick child of various ages. Suggestion: gift box containing "one-a-day" surprises. How may appropriate activities vary with the type of illness or injury?
	Demonstrate techniques necessary in caring for a young child who is ill or injured. Show procedures for giving medicine, giving baths, taking a temperature by various methods, using a vaporizer, and accomplishing daily hygiene routines.
	Give examples of ways to make a child's sickroom more pleasant. Suggestions: putting get well cards or cartoons on the wall by the bed, making games to play in bed, providing a record player or TV, arranging for friends' visits. Why should pleasant surroundings be provided for the sick or injured child? [NOTE TO TEACHER: In FHA/HERO, students can prepare games to be played in bed, or decorations for a sick child's room. Donate to the children's ward of a local hospital or present to a sick child.]
e. Hospitalization of a child	Brainstorm to identify things you need to show and/or tell a child when preparing the child for hospital admittance. Why is hospitalization an emotionally upsetting experience for most children? Discuss whether or not it is best for parents to stay in the hospital with their child. [NOTE TO TEACHER: Books or records on this subject might be appropriate to share with the class.]
	Read selected references to learn how parents and caregivers can prepare a child for hospitalization. Discuss your findings with classmates. Why should the parent inform the child as to what to expect at the hospital? Why should the child be told the reason for going to the hospital? Why is it important to give the child a chance to express her or his own feelings and concerns about the hospitalization? How can a parent learn of any miscon-

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	ceptions the child may have about the hospitalization? [NOTE TO TEACHER: Some effective methods for communicating with a child to learn concerns and misconceptions are: The parent can turn the child's questions around (if the child asks why he/she is going to the hospital, the parents ask why the child thinks he/she is going). The child can tell a story to dolls about a child going to the hospital. The child can draw and describe a hospital scene.]
	Role play situations to show how the attitude of the caregiver can influence a child's desirable or undesirable attitudes toward illness and hospitalization. Examples: Father panics when child becomes ill. Mother is overprotective. Mother finds games to keep child amused. Father has had a bad experience in the hospital. Neither parent has been hospitalized for illness. Mother does not like to go to the hospital to visit.
	Describe to the class a real hospital experience—your own or that of a child you know. What fears toward hospitalization did you or the child have? What are some misconceptions about hospitals that children have? Discuss how hospitalization can be made less frightening for a child.
	Visit a children's ward in a hospital. Ask the nurse to explain special treatment or care procedures for children. What activities and games are suggested to keep sick children of various ages busy and entertained during their hospitalization? How may appropriate activities vary with the type of illness?
f. Emergency situations	Listen to emergency room personnel (a doctor, nurse, admitting clerk, or paramedic) talk about effective and harmful treatment in emergency situations which occur to children.
	Discuss and give examples to illustrate the statement: Sometimes no help is better than inept help.
	Give examples of information which should be located near the telephone in case of emergencies.
	Assemble a first aid information list to be used in case of emergency.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Design a bulletin board showing first aid treatment for emergency situations. Examples: cuts, burns, poisoning, broken bones, interruption of breathing, etc.
	Watch a school nurse or health official demonstrate first aid practices that are useful when caring for children. Practice first aid techniques on fellow students. Practice first aid techniques used in the following emergencies: cuts, burns, poisoning, broken bones, interruption of breathing, choking.
	Give demonstrations showing first aid needed in emergencies involving children.
	Demonstrate how to handle emergencies when caring for a young child. Role play situations such as the following: A young sister cuts her finger severely, and you are the only person at home with her. A young brother falls in the yard and turns his ankle painfully. A child you are babysitting chokes on hard candy.
5. Clothing for young children a. Physical needs	Read selected references on clothing needs of young children. Cite the effects of physical needs on clothing selection.
	Bring examples of children's garments to class. Determine desirable and undesirable features. Would these garments meet the physical needs of children? Justify your answers.
	Display and explain self-help features in children's clothing, such as large buttons and zippers, a front opening, and the front and back marked for easy identification.
b. Social and emotional considerations	Give examples from your childhood that illustrate the social and emotional importance of clothing. Examples: bright colors, current fads, fit, comfort. Show childhood photographs when possible. Cite examples of garments that parents insisted you (or another child) wear but which you or the child tried to avoid. Cite examples of garments you desired which your parents would not allow. [NOTE TO TEACHER: A transparency on the influence of clothing is on p. 290.]
	Determine types of clothing and colors which could have a social or emotional impact on young children. Look at magazines or check references for information on the subject. Report your findings to classmates.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Role play situations depicting children's social and emotional reactions to unsuitable or ill-fitting clothes. Possible situations: Child is toilet trained but wears clothes he or she cannot manipulate. Child is engaged in active play but shoulder straps keep falling down.
	Debate whether appropriate clothing contributes to positive emotional development of the child. How can cultural differences be accommodated?
c. Clothing selection	Brainstorm to make a list of things to consider when choosing children's clothes. [NOTE TO TEACHER: Students should include needs, cost, comfort, function, durability, care, and attractiveness. A transparency listing some guidelines is on p. 291.]
	Point out information contained in current publications, advertisements, or garment labels which provide guidance for selecting safe clothing for children. How does the Flammable Fabrics Act affect the safety of children's clothes?
	Discuss why durability is important when selecting children's clothes. Illustrate through the use of a display ways that children's clothes may be reinforced for longer wear. Suggestions: patches on knees and elbows, double stitching of seams, French seams, double seats on underwear. Refer to references and current periodicals for additional ideas.
	Discuss, then name, reasons ease of care is important for children's clothes. Include the following: changing roles of mothers, necessity of frequent washing, changes in standard of living, etc.
	Take a field trip to several different stores, such as discount, department, catalog, specialty, secondhand, and children's outlet. Shop for specific items of children's clothes. Compare quality and price. [NOTE TO TEACHER: Rather than have a group field trip, teams of two to four students could visit a particular type of store and report to the class.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study similar garments from several sources to determine favorable and unfavorable features of each. Consider factors such as room for growth, ease of care, color, fabric design, trim, style, and quality. Which garments would you select for a child? Why?
	Accompany your parents or another adult on a shopping trip for children's clothes. What factors influenced their choices? What role did the child play? Report your findings to classmates.
	Debate the following topics: It is always best to buy clothes for the next year at the end of the season. Dress clothes should cost more than play clothes. Sunday shoes should be worn only on Sunday. Clothes should be bought a couple of sizes too large so that they can be worn for several seasons. The amount of clothes a person has is more important than the quality of the clothes. The information found on care labels is of no real importance in selecting children's clothing. Summarize the debates by making a list of rules to consider when selecting clothing for children.
	Divide into small groups to plan clothing purchases which will meet the wardrobe needs of a given child(ren) for the coming season. [NOTE TO TEACHER: To ensure a variety of situations, prepare information on index cards for the students to draw. On the cards, include the age and sex of the child(ren); amount of money budgeted for the child's clothing; and other information, such as wearable items already in wardrobe, etc.] Base your prices on current catalog and store prices. Present your report to classmates. Defend your selections.
6. Housing for young children a. Privacy	Derive a class definition of *privacy*. Discuss ways privacy is provided in housing.
	Identify reasons privacy is important to you. Why is privacy important to the young child?
	View a film or filmstrip, or read selected references showing physical, social, and psychological housing needs of children at various ages. [NOTE TO TEACHER: Point out such features as cleanliness, amount of space, privacy, beauty, safety, and atmosphere.]

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Give examples of ways to provide privacy for young children who share a room with other family members. Illustrate ways in which parents may provide privacy for children. Discuss these provisions for the child's privacy. Examples: a place for "treasures," such as toys, rocks, and trinkets; a quiet place to sleep or nap.

Construct a bulletin board illustrating means of providing privacy for a young child. Examples: room dividers such as screens, bookcases, and hanging beads; own room; private storage for clothes and toys; boxes or tables for private play; use of modular furniture; lofts. Suggested caption: "Privacy Becomes a Reality."

Show how your home may be changed to provide privacy during the temporary or permanent stay of a child. Discuss your ideas with classmates.

b. Space for activities

Brainstorm to identify characteristics of children's activities which relate to their housing space needs. Examples: playthings require storage space; active play requires room for moving; creative activities require washable surfaces; failure to comprehend danger necessitates safety precautions. How do children's activities influence their housing space needs? Discuss how a child's space needs change with age. [NOTE TO TEACHER: A transparency on p. 292 has suggestions for space for children.]

Determine through research the space needed for children's activites. Where may this space be provided? Suggestions for resources: county home demonstration agents, HEW publications, housing books.

Illustrate through pictures special storage provisions for children's activities. Examples: low bars in closets and bathrooms, low drawers, shelves for toys, storage for outdoor equipment, stepstools for reaching sink.

Take a field trip to locate storage facilities which would meet a child's needs. Select those you feel are most appropriate. Write a paper describing and justifying your selection.

Study information you collected on storage facilities. Point out those which were most and least expensive. Describe situations in which each might be appropriate.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Plan or change housing space for children's activities. Construct a plan to provide space for children's activities in your home. In what activities might the child participate? How much space is required for each activity? What changes need to be made? [NOTE TO TEACHER: Many of these housing activities could be adapted as home experiences.]

Locate pictures of children's rooms in housing magazines or magazines with house plans. Use the information obtained from the above activities to evaluate the space provided for young children in the plans. If no allowances for children were provided, draw conclusions as to some of the problems and inconveniences that could arise. Make suggestions for improving the plan.

Brainstorm to list ways to provide activities for children who live in apartments. Where in the city can a child play indoors? Outdoors?

c. Furnishings

Collect pictures to identify furnishings needed for a child. Share pictures with classmates.

Consult with a community resource person, such as a county extension agent, paint or furniture store personnel, or other appropriate person, or investigate printed information for suggestions on decorating a child's room on a limited budget. Share ideas with the class.

Give examples of ways to provide inexpensive furnishings for a child's use. Suggestions might include finishing or refinishing furniture, buying secondhand furniture, borrowing furnishings.

View in decorator's catalogs or magazines ways to use discarded items or improvise others inexpensively. Discuss other ways furnishings may be made inexpensively.

Make a bulletin board showing multipurpose furnishings. How may this reduce the cost of furnishing a child's living area? Suggested caption: "More Love Than Money."

Suggest creative ways of meeting the changing housing needs of a child. Stay within a specified spending plan. Begin with an empty room. Select and price all things needed for a nursery. (Consider multipurpose furniture and inexpensive decorating ideas.) Make changes necessary for a toddler, preschooler, or schoolchild.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View pictures of children's rooms in catalogs or magazines. Do the furnishings suit a young child? Why or why not? Justify your reasons. Compare materials of furnishings to decide which are most and least suitable for young children.
	Help a parent or other adult plan ways of meeting the home furnishings needs of a child or new baby. Consider individual needs and consumer aspects. Report your project to class. [NOTE TO TEACHER: A scale model made from boxes, scaled furniture, and fabric swatches may be made of the room.]
7. Guidance and discipline of young children a. Principles of guidance and discipline	Participate in a "popcorn" session to obtain definitions of *discipline* and *guidance*. [NOTE TO TEACHER: In a popcorn session, students give rapid-fire, spontaneous responses.]
	Discuss the following types of questions illustrating the necessity for discipline in society: What happens if you drive on the wrong side of the street? What happens if you drive without a license? What may happen if you take money from your parent without asking? Discuss how discipline is necessary for learning responsibility and self-control.
	Read selected references to identify characteristics of effective guidance and discipline. Identify the types of discipline. [NOTE TO TEACHER: The types of discipline are authoritarian, permissive, and democratic. See discipline transparency on p. 293.]
	Explain the types of discipline by discussing the following: What is the purpose of each? Who makes the decisions in each? What does the child learn in each? What effect does the discipline have on the child as an adult?
	Work in groups to make drawings, or write a skit illustrating ways the principles of guidance and discipline may be used effectively. Present to the class. Examples: Show parent saying to a child, "We use our soft voice when baby sister is asleep." Note that the parent has used a positive rather than a negative approach.
	View the transparency, "Logical Consequences vs. Punishment." (See p. 294.) Which is preferable? Why?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Techniques of application	Read selected references concerning techniques of discipline. Explain how each is used in attaining discipline. What is the self-control approach to discipline? Explain why you should offer a child a choice only when one is available. Share your findings with classmates. [NOTE TO TEACHER: Readings should include education, rewards, and punishment.] State possible rewards for desirable behavior, such as a special outing, a small gift, extra attention to the child. Describe a situation in which a reward was given to a child. Discuss the appropriateness or inappropriateness of the reward. Explain how the caregiver's attitude and tone of voice can contribute to a child's response. Role play some situations illustrating this. Explain the meaning of the term *preventive discipline.* Give examples to illustrate how preventive discipline can be used successfully. Role play various situations showing poor discipline or no discipline. Role play an instant replay showing the effective use of discipline. Observe a parent disciplining a young child at a supermarket or shopping center. What was the child doing? What did the parent do? What was the reaction of the child? Did you agree with the discipline used? Why or why not? Share your observations with classmates. Role play situations illustrating the need for discipline, such as: John doesn't want to come in from play to get ready for bed. Lana does not want to pick up toys and playthings. Billy wants to play in the street. Show two or three solutions for each situation. Was the discipline and guidance used appropriately? Should discipline suit the personality of the child? Why or why not? [NOTE TO TEACHER: Have the class vote on the most appropriate form of discipline.] Describe ways discipline may vary in the following situations: one-year-old throws food; ten-year-old throws food. How does the child's age influence discipline? Determine ways self-discipline may be encouraged in the following situations: Ramon throws a temper tantrum in the supermarket. Noreen refuses to eat her dinner. Jimmy bites Jackie's arm while playing with blocks.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Role play situations to show the effects of inconsistency in discipline. Predict the possible effects of this inconsistency on the child's later behavior. Suggested situations: Mother says, "Yes," Father says, "No." Parent allows child to get away with something one day, but punishes child for the same offense the next day. Older child was never allowed to stay up late; younger child is. Why is consistency necessary for good discipline?
c. Respect for individual differences	Identify factors which influence guidance and discipline in children. [NOTE TO TEACHER: Students should include religious beliefs, training, education of parents, culture, values of family, and age.]
	Observe children in neighborhood, school, or day care center. Give examples of various reactions to the same kind of discipline. Explain possible reasons for differences in the reactions. How may such differences influence the type discipline used with a given child? Identify habits and preferences which are unique. Suggest ways to meet individual needs while retaining limits, rules, etc.
	Describe two members of the same family who have different preferences and behavior patterns. Discuss mutually satisfactory ways to meet the needs for discipline of these two children.
	Differentiate between effective and ineffective guidance and discipline in such situations as forcing a child to eat when not hungry, comparing a child to a sibling (intellectually and physically), leaving a child with a babysitter or at school without prior preparation, or leaving the child alone as punishment.
d. Guiding behavior (1) Emotional behavior	Read selected references to find a definition of *anxiety*. List common anxieties of young children. State an anxiety you had as a young child.
	Brainstorm to obtain a definition of *worry*. List common worries of young children. Are anxieties and worries the same?
	Describe an imaginary situation illustrating the relationship between worry and anxiety. How are they similar? Different? Discuss situations that reveal how anxiety and worry affect children's health, activities, and reactions.

Brainstorm to identify ways emotions give joy in living, or distress and sorrow.

List things you fear. What has caused you to have these fears? Did a number of instances or only one severe instance contribute to your fear?

Role play a situation in which fear may be revealed as anger. Why may fear be expressed as anger? What social pressures may cause fear to be repressed? In what situations may fear or anger be advantageous?

List evidences of affection and state ways affection toward young children may be shown.

Discuss the following statement: A child's personality may be warped if deprived of adequate affection.

Give examples of situations that may arouse jealousy, such as the arrival of a baby, or privileges being given to an older or younger child. Make a class list of factors which contribute to jealousy.

Bring a cartoon to class which would illustrate at least one emotion expressed by children. Discuss with classmates.

View selected family television programs, and report factors influencing the emotional reactions of children depicted.

Give examples of emotional responses you have observed in children. Summarize characteristics of children's emotions. (See transparency, p. 295.) How long do emotional reactions last? How quickly do children change from one emotion to another? Describe reactions different children might have to the same situation. How do children's emotions change as they grow older? How may the way they express emotions change?

Point out acceptable emotional expressions for the following emotions: fear, anger, worry, anxiety, jealousy, joy, curiosity, and affection.

Divide into groups. Each group will study a situation which elicits an emotional response. Show the way maturity and learning may affect the reaction.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Debate the difference between "respecting a child's right to feel all emotions," and parental rights and responsibilities to disapprove of certain behavior.
(2) Introducing child to a new situation	Brainstorm to make a list of things a parent should tell a child when preparing him or her for a new and different situation, such as a new child care facility, a new school, moving to a different town and/or house, or a new church school. Tell why it is important to explain to the child, and what consequences could occur if the child is not told.
	Divide into small groups and discuss environments that could make a child feel more at ease in a new situation. Suppose you work at a child care center. Create ways to help a new child feel more at ease about staying the first day. How would you approach the child? What are things you would do or say? How would you help the child get acquainted with the other children?
	Visit a hospital in your community. Analyze the provisions for children. How would these provisions help a child overcome anxieties about being in a hospital? If there are no special facilities, what could be done to improve the facility for children?

COMPETENCY: *Ability to analyze the factors influencing the child's development*

TERMINAL PERFORMANCE OBJECTIVES:

Determine meaning of development as related to child development.

Identify the influence of heredity and environment on the child's development.

Appraise the value of play and play equipment in the young child's development.

Analyze skills which are necessary for observing the child's growth and development.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Understanding Behavior of Young Children 1. Definition of development	Study references to find definitions of the following terms: *growth* and *development.* Share your findings with classmates.
	Discuss the effects on a child's development if the child grows physically but does not mature or learn.
2. Influences on development a. Heredity	Read selected references on factors influencing development. List factors that influence a child's development, such as family, peers, social institutions, and mass media. State which of these factors are hereditary and which are environmental.
	Give examples from among your acquaintances of visible evidence of heredity's effects on development. Identify the personal characteristics you believe are inherited.
	Show examples of heredity's effects on development, using family photographs as evidence. Explain briefly how genes affect inherited traits. Examples: tall parents, short son; brown-eyed parents, blue-eyed child.
	Give examples of ways hereditary endowment, early family experiences, and later social experiences influence personality development.
	Discuss the statement: The personality you have now is the personality you will have throughout life. Produce examples to defend your position.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Environment	Explain ways in which the following factors influence a child's personality development: family, culture, peers, technology, social institutions, mass media. Read case studies about specific children. Discuss how various factors may have influenced each child's personality development. View films of various cultures. Work in groups to describe the environment in each and to illustrate the child development practices of various cultures. Share with class. Invite a person from another country or culture to explain child care practices that differ from our society's, relating ways these practices influence a child's development. Use skits to analyze the parents' role in the development of a child's personality. Suggested skits may involve parents who show favoritism toward a sibling, parents who criticize continually, and parents who fail to show affection. How could parents in the situations illustrated contribute to more desirable personality development? Role play various situations to show the influence of environmental factors on a child's development. Listen to a brief excerpt from *Down These Mean Streets, Grapes of Wrath, Going to Meet the Man,* or *Mama's Bank Account.* Discuss the effect the environment imposed on the characters. Point out through debate the effects of mass media, family, peers, and social institutions on the development of young children. Suggested topic: "Mass media have no effect on a child's development." Bring to class examples of slang terms, colloquial expressions, advertisements, and commercials. Analyze the effects of these on the development of a child. Read a biography of a famous person, such as George Washington Carver, Abraham Lincoln, John F. Kennedy, Elizabeth Barrett Browning, Franklin D. Roosevelt, or Stevie Wonder. Discuss the effects of early environment on the person's development.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Children's play a. Value of play in intellectual development	Cite the meaning of *play*. Complete the following: "Play is the child's. . ." What is play? How does play contribute to a child's learning? Share your ideas with the class.
	View transparencies or filmstrips depicting the value of play for the child. Discuss the role of play in the child's development. How may play foster intellectual development? Why is it important to foster play and toys appropriate for a child's age?
	View pictures of children in various play situations. Discover values of play revealed in each. Look for such values as socialization, coordination, physical and mental development, and stimulation. Develop a bulletin board using the pictures.
	Complete the following statements: "Play is valuable because. . ." "Play can have a negative effect if. . ." "Play fosters intellectual development by. . ." Compare your statements with those of classmates.
b. Characteristics of children's play	View a film or filmstrip of children at play. Describe characteristics of children's play.
	List characteristics of play typical in children you observe, such as objects, actions, interaction, rules for play. List characteristics of play typical of different groups, cultures, and geographic situations. Discuss factors which influence the play in which different children participate. Share your lists with classmates.
	Observe a group of children playing. Determine possible reasons for their methods in playing, the toys and objects played with, and the relationship of play to family life.
	Discuss and compare how a group of children play and how one child plays. What roles are different? How do they differ in physical activity? How do their characters differ and why?
c. Types of play	Construct a bulletin board from pictures depicting different types of play. Suggested captions: "It's All in the Game," "Play is. . .," "Happiness is. . ."

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	List the types of play on the chalkboard. Include: free, spontaneous, dramatic, creative, organized, manipulative. Identify benefits children derive from indoor and outdoor play. Give examples of activities representing different types of play that you have seen children participate in.
	Observe a child at play and determine the types of play in which the child is engaged. Use a prepared observation sheet to record variations in types of play. Did the child participate in several types of play while being observed? List. What variations in types of play did you observe? Give possible influences of this play on the child's development.
d. Toys and play equipment	View a filmstrip on toys and play equipment. Give examples of growth that is encouraged by playing with toys.
	Recall toys, play materials, and equipment you especially enjoyed when you were young. Recall ones which you disliked. Discuss reasons for each.
	Look at a display of children's toys. Determine types of development and/or learning each might foster.
	Visit a child care facility to observe the following: materials used to help children learn, outdoor equipment used to develop large motor abilities, indoor equipment used to develop small motor abilities and coordination. Ask the person in charge why items are arranged or grouped as they are. As a class decide which materials were essential, optional, or unnecessary.
	Visit a school or class which has handicapped children. Note the materials available in the class. Were any special adaptations made in the materials or equipment available? Were any special materials or equipment available?
e. Books, music, art, drama, and science activities	Study references to identify characteristics of books, music, art, drama, and science activities appropriate for babysitting or caring for young children. Discuss your findings with classmates.

Describe ways to use books while babysitting or caring for children. [NOTE TO TEACHER: Suggestions might include listening as stories are read or told, looking at pictures, telling what is in pictures, describing what is happening in pictures, telling what people in pictures might be saying.]

Encourage a young child to make a book by drawing and coloring pictures. Have the child make up a story while you write the words beneath the picture. Report the results to the class.

Help a young child make a book using magazine pictures. Have the child dictate story captions for the pictures.

Divide into groups and read to one another. Point out positive aspects: tone of voice, expression, body language, child involvement, etc. How can adults reading to young children contribute to the child's development?

Identify values of music in children's lives. How do early music experiences contribute to enjoyment of music, building self-confidence, building vocabulary, strengthening concepts, pre-reading skills, stimulating creativity?

Brainstorm to identify things young children can learn from music. Did your list include learning to listen, learning to sing, learning rhythm, responding actively to what is heard through motions, encouraging participation, making up own songs, using musical instruments, learning to dance?

Observe and try one of the following music activities with a young child: (1) Sing to the child. (2) Use a record or recorder to play different types of music. (3) Play a musical instrument. (4) Sing rounds such as "Row, Row, Row Your Boat." (5) Sing a lullaby. (6) Play musical chairs. (7) Listen for "music" in the air: wind, trees, birds, water, animals, rain, windshield wipers. (8) Clap to keep time with music. (9) Dance with the child. Report the results to the class. How did the reactions vary according to the child's age?

Listen to a children's record. Select motions to do to the record that would be appropriate for young children.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

List benefits of art activities, such as development of creativity and aesthetic expression. Why is art important to the child?

Identify art materials which provide a variety of learning activities for the preschool child. Examples: crayons, chalk, felt-tip pens, pastes and glues, scissors, paper, tempera paints, finger paint, tapes, stick and gum materials, three-dimensional materials such as string, sewing notions, toothpicks, straws, pipe cleaners, and noodles.

Demonstrate one of the following to the class: Making homemade paste, making homemade playdough, making homemade finger paint, and making modeling dough.

Plan an art activity for a preschool child. Try the activity with a child and report the results to the class. The activity might be vegetable printing, sponge printing, modeling, collages, junk art.

Observe children playing "dress-up." Explain the role of this activity in children's development.

Encourage the children to act out the roles of people in their daily lives: father, mother, milk delivery person, storekeeper, fire fighter, mail carrier. Report the results to the class.

Create a puppet show for children. After presenting it, allow the children to play with the puppets and make up a puppet show. Report your observations to the class.

Help a child to dramatize a fairy tale or other story. Let the child choose the story. Involve other children, if possible. Record the results and your reactions. Report to the class.

Identify facts young children need to learn about their environment. Describe activities which would help a young child to learn about the environment. Examples: animals – trips to the zoo; trees – observing and touching trees each season; shoes – making moccasins; plants – growing a plant from a seed; soil – playing in the dirt or mud.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
4. Skills for observing child's growth and development	Identify problems that could arise if judgments, biases, and interpretations were not handled in a proper way when dealing with children. How can your observation be influenced by personal feelings, opinions, and interpretations?
	Observe young children in a child care facility. Report events, using as few judgments, biases, or interpretations as possible. Why is it important to describe the child's behavior with words that tell what the child does rather than how your judgment says the child acts? When is there a valid reason for including opinions, feelings, and interpretations in an observation of young children? Why is it necessary to indicate when an opinion or interpretation is included in an observation?
	View a film or filmstrip involving a family with children. Write a more detailed report of events. Divide into groups and critique each report for judgments, biases, and/or interpretations. Discuss the critique with other groups.
	Read a case study, child's book, or other source of a story involving a family with children. Write a brief description of what happened. Volunteers read their reports to the class. The class notes any judgments, biases, and/or interpretations. Each person then critiques own report.

COMPETENCY: *Ability to work effectively with children*

TERMINAL PERFORMANCE OBJECTIVES: *Identify the ways children learn.*

Relate training patterns to children learning.

Assess ways to motivate the child.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Developing Skill in Working With Children 1. Ways children learn a. Conditions for learning	Study references to find definitions of the following terms: *maturation* and *learning.* [NOTE TO TEACHER: Point out to students that for learning to occur, certain levels of maturation must have occurred, the opportunity must be present, and the child must practice.]
	Divide into two teams. The leader calls out either "maturation" or "learning." The first person on team one answers by giving an example of that type of development. Alternate between teams until each member has given one example. Score one point for each correct example. No example should be repeated. When a team member fails to give a correct new example, the other team gets a chance to answer. Continue until neither team can think of new examples.
	Show or tell about a skill or talent you have. Relate the earliest memories of being able to perform this. Attempt to identify the maturation necessary to learn the skill or talent. Tell how it was developed to its current mastery.
b. Effective techniques	Brainstorm to list ways that adults can encourage a child to learn by providing opportunities for learning to occur. Examples: providing a variety of experiences, praising accomplishments, expressing an interest in the child's activities. Give examples of how these techniques could be used for the most effectiveness.
	Recall childhood experiences that were important learning experiences for you. Describe the experiences to classmates.
	Bring to class a toy or item or picture of an item which encourages learning. Describe how the item may be used to help a child learn a particular skill. What age child would it be best for? What types of maturation would be necessary before it could be used by a child? What opportunities for learning does the item provide?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View children's television programs and analyze them to determine the methods used to stimulate learning. Share effective techniques observed with classmates.
2. Training patterns	Read selected references to define the following learning patterns: *modeling, trial and error, directed learning,* and *incidental learning.* [NOTE TO TEACHER: Modeling – copying others; trial and error – trying various types of behavior before finding success, satisfaction, or approval; directed learning – planned and supervised learning experiences; incidental learning – conclusions reached merely by chance, without intention or calculation (what is learned may be fact, totally erroneous, or somewhere in between). Transparencies of each are found on pp. 296-299.] Select pictures to illustrate ways children learn. After discussing each, create a bulletin board using pictures for each category. Work in groups to learn to play a game no one in the class has played before. Group I – Attempt to play the game by trial and error with no directions. Group II – Watch your teacher and chosen helpers play the game; then attempt to play it without any directions. Group III – Listen as your teacher explains and show you how to play the game. How did your past experiences help or hinder you in learning the game? Which group learned to play the game the fastest? The most correctly?
3. Ways behavior is motivated	Identify different tasks in learning experiences to motivate appropriate behavior in children. Use reference books or personal experiences to identify these tasks. Create a bulletin board to illustrate the major ways behavior is motivated. Include examples of direct/indirect teaching, identification, modeling, trial and error, and incidental learning. View films or filmstrips or observe situations depicting the effects of practice, guidance, and motivation upon the development of such tasks as feeding and playing. Relate the acquisition of motor skills to these effects. Role play situations showing how positive reinforcement encourages the completion of tasks by children. Brainstorm to formulate a class definition of *curiosity.*

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Demonstrate nonverbal behavior that a child might display as a sign of curiosity. Explain how to tell when curiosity is being exhibited. How does a child behave when curiosity is inhibited?

Analyze the following questions to determine the importance of curiosity in moitvating behavior. Where would we be if others before us had not been curious? How has your curiosity changed your life? In what situations have you seen children display curiosity? How do adults channel their curiosity?

Tell in your own words what *respect* means to you. Compare your definition of respect with the definitions of your classmates. Develop a class definition.

Recall instances of respectful behavior you have observed in family members, peers, and teachers. Recall instances of unthoughtful or disrespectful behavior you have observed in others. How do the two types of behavior differ?

Role play situations involving parent/child or caregiver/child to show ways each may show respect or disrespect to the other. Discuss.

Plan an activity which would help a child learn to respect others. Try the activity with a child. Record the results. Share your findings with classmates.

Develop "Ten Commandments for Showing Respect to a Child." How could observing these commandments encourage positive relationships between parents/caregivers and children? How could showing respect to a child help the child develop respect for others?

Brainstorm and list on the chalkboard various emotions exhibited by young children. Place a check mark (✓) by positive emotions and an X by negative emotions.

Give examples of ways children exhibit emotions (verbally and nonverbally). Try to give 10 examples of ways children may show each emotion listed on the chalkboard. Why is it important to encourage a child to talk about things that cause anger, fear, jealousy, or other emotions?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Make a collage of pictures of children engaged in various activities. Analyze the pictures to determine emotions that the children seem to be exhibiting. Is the child's behavior an acceptable method of expressing the emotion? What makes an emotional expression acceptable?

Propose ways that a young child's attention could be diverted from a frustrating situation. Is this an effective method for controlling emotional outbursts? Why or why not?

Review the steps for problem-solving. Explain how a child could use these steps. How can parents or caregivers teach children to use the steps in problem-solving?

Select a problem often faced by a child and propose ways to help the child solve the problem. Indicate the child's age and share the problem and the proposed solution with classmates.

Role play to show typical problems children face. Examples: Neighborhood children won't play with the child. Child's favorite toy is broken. Brother won't let the child play with him and his friends. Mother expects the child's room to be kept clean. Analyze the above situations to determine how problem-solving skills could be used in each situation. Discuss.

COMPETENCY: *Ability to analyze career and job opportunities related to the field of child development*

TERMINAL PERFORMANCE OBJECTIVES: *Identify entry-level jobs in child development.*

Relate how child care skills apply to other occupations.

Determine how the parent(s) career choice affect(s) young children.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
D. Relating Child Care Skills to Jobs 1. Entry-level jobs	Brainstorm to list entry-level job opportunities related to careers in child development. [NOTE TO TEACHER: Some entry-level jobs related to child development include babysitter, child care aide, nursery school aide, special education attendant, institutional child care attendant, family day care attendant, home health aide, kindergarten teacher aide, playground aide, children's wear assistant, and nursery school food service worker.] Survey your community and summarize the types of available entry-level jobs related to child development. Report your findings to class. Combine information found by classmates and make a composite list of potential employment situations. How could you create your own job in the area of child development? Construct a bulletin board illustrating entry-level job opportunities related to child development. Suggested captions: "Open the Door to Opportunity" or "Where the Action Is." Brainstorm to describe advantages for teenagers working in entry-level jobs related to child development.
2. Application of skills to other occupations	Write the word SUCCESS on the chalkboard, arranging the letters in a vertical line. Beside each letter write a word that begins with that letter describing qualities that contribute to success in child care jobs. Example: Safe, Useful, Competent, Cooperative, Energetic, Sociable, Sensible. Which of these qualities may be useful in any occupation? Discuss responsibilities associated with entry-level jobs related to child development. What personal characteristics are desirable? Consider such characteristics as fondness of children, physical and emotional health, moral

standards, competence, dependability, and attitude. Why are these personal characteristics similar to those desirable for any employee? Why is responsibility important for employability? How can you develop responsibility?

Work in small groups to prepare a report on how working at an entry-level job related to child development could benefit you in a career not related to child development. How will child care work help you to get along better with co-workers and peers? Discuss how your child care experiences will make you aware of how adults get along and work together. Why are good human relations important in any job? How would an entry-level job related to child development help you in your family life? How might the skills learned in child care work help you when you have children of your own? How will learning about children help you learn about yourself? Present your group's report to classmates.

Watch a skit showing the necessity of acceptable behavior for employees in child care occupations. Describe the acceptable behavior observed, and explain why this behavior is important. How would this acceptable behavior benefit you in jobs other than child development?

3. Effects of career choice on children

Listen to a panel or a speaker speak on the effects of career choice on children. [NOTE TO TEACHER: Speaker could be: working wife with no children, working wife with children, husband who does not work outside the home, wife who does not work outside the home, husband whose job requires travel or unusual hours, parent who had children early in marriage, parent who had been married several years before having children, parent with only one child.]

View selected TV programs based on family life and describe the role each family member portrayed. Was the program realistic? What were the roles of those who worked outside the home? How would their roles differ if they were not employed outside the home? What effect did their career choices have on the children? How were family responsibilities divided? What types of child care environment did the family have? What was your view of the situation? Would you choose a similar situation for yourself? Why or why not?

HOMEMAKING II
CHILD DEVELOPMENT

COMPETENCY: *Ability to evaluate child's development*

TERMINAL PERFORMANCE OBJECTIVES: *Relate principles of human development to the child.*

Analyze factors influencing the child's development.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
A. Overview of Principles of Development 1. Defining development	Brainstorm to cite a definition of *development.* Discuss areas of development, such as mental, physical, social, emotional, and moral. Make a bulletin board interpreting the different types of development. Suggested title: "Develop." Suggested idea: Use a picture of a baby crawling toward toys labeled with the descriptive terms, mentally, physically, emotionally, socially, morally.
2. Principles a. Proximodistal (near to far) b. Cephalocaudal (head to foot)	Read selected references to gain a better understanding of the principles of development. Discuss the following principles of development: Development is similar for all infants. Development proceeds from general to specific responses. Development is a continuous process. Development proceeds at various rates. There is a correlation between all areas of development. Visit the school library and locate books on child development or human development. Find a definition or explanation of *developmental principles.* Write the definition on an index card. Return to class and mix all definition cards. Select one card from the stack. Read the definition and explain the definition or explanation on the card in your own words. Read from selected references to identify characteristics of developmental patterns. Identify the predictable patterns of development. Discuss the two laws of the directional sequence of development. Explain what is meant by the *proximodistal law* and the *cephalocaudal law.* Discuss how each child follows a predictable pattern of development but each has individual timing. Look at a transparency to identify the laws of developmental direction: proximodistal and cephalocaudal. (See p. 300.)

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Relate physical development to the laws of growth. Observe physical differences in children from birth to three years of age. Discuss such questions as: What part of the body is most developed at birth? Throughout childhood? What part is least developed? What parts of the body does a baby gain control over soon after birth? Later in childhood? Show steps a child goes through to learn physical activities. Examples: standing, picking up objects. Prepare an example of physical development to demonstrate a law of growth. Present to the class.
c. General to specific	Divide into small groups. Draw an assignment card. [NOTE TO TEACHER: Prepare assignment cards with ways in which the child develops, such as: language, walking, grasping, reaching, eating, standing, etc. Let each group draw one card. Use references as needed. Some of the transparencies in this guide may help.] Prepare a presentation of the area of development chosen showing how development progresses through stages from general to specific. Use illustrations and captions such as the following to help present the information: grasping – reaching for rattle, scooping up with both hands, picking up small objects with thumbs; language – cooing to babbling to echolaling to one-word sentences. Present your group's projects to other groups. Brainstorm for examples of changes that occur during childhood. Select one example to describe in detail. Use references for assistance. Share with class.
d. Continuous and orderly	Read selected references on the rate of growth and development. Explain the difference between *growth* and *development*. (*Growth* refers to quantitative changes and *development* refers to qualitative changes.) Discuss that the rate is sometimes fast, sometimes slow, but always progressing and following predictable patterns. [NOTE TO TEACHER: Remind students that every child has a pattern of growth that is the child's own and is determined by a combination of heredity and environment.] Read selected references concerning acceleration and deceleration in development. Work in groups to explain acceleration and deceleration. Describe periods of acceleration and deceleration. Relate the periods of rapid development followed by slow development to acceleration and deceleration. Select a group spokesperson to present your explanation to the entire class. Discuss.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Observe young children of similar ages, and note differences among them in growth and development. Discuss observations in class and relate them to areas of development previously studied. How did children of the same age differ in their development? How were they similar? Did the growth rate of the children follow a predictable pattern? Explain.
	Point out through examples proof of the following principles: (1) All infants develop in similar sequences. (2) An infant gains control of large movements before gaining control of small movements. (3) Development is continuous. (4) Mental, social, emotional, and physical development proceed at different rates. (5) All areas of development are interrelated.
	Cite individual differences in patterns of development. Estimate the "end results" in the adult. (One child may walk without having learned to crawl first. One child may walk at nine months and another at two years. However, when they are twenty-one-years-old, they both walk equally well.) Discuss possible reasons for variations in the usual pattern of development.
3. Development of whole child a. Types of development and definitions of each (1) Social/emotional	View transparencies illustrating the areas of development. (See pp. 301-306.) Identify them.
	View the transparency on social development. (See p. 307.) In what ways does a child develop socially? How do a child's social needs change?
	Describe the beginnings of social development. Give examples of the first signs of social recognition, including smiling, gesturing, and cooing. Discuss how an infant's social development begins when the infant distinguishes between persons and objects.
	Visit a hospital nursery. Observe the social development displayed by the newborn. Compare the newborn's social responses to those of a six-month-old, a one-year-old, and a two-year-old.
	Discuss the possible effects on social development of the following: child to whom others have seldom spoken, child who has had little contact with other children, child who has a mentally or physically handicapped sibling, child whose diet lacks sufficient solid foods, and child who has not been taken to public places.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Number off to divide into groups. Using magazine pictures and/or your own illustrations, make a poster illustrating acceptable social/emotional behavior at one age level. Refer to references for ages and stages of development as needed. [NOTE TO TEACHER: Have the groups make separate posters for the different age levels.]
	Divide into two teams. Using the posters from the previous exercise, have team competition to interpret the pictures. Combine all posters into one pile. As the teacher holds up a poster, team A has 10 seconds to look at the social/emotional activity pictured and name the age level depicted. If Team A fails to answer within 10 seconds, Team B gets a chance. After both teams have had one chance, the teacher selects another poster.
	Divide into four groups. According to your position in the family, join one of the following groups: youngest child, oldest child, middle child, and only child. Discuss advantages and disadvantages of each particular position. Describe responsibilities you have based on your position in the family. Example: oldest children often have responsibility for younger siblings. Draw conclusions in follow-up discussions.
	Read selected references to identify the advantages and disadvantages of each position in the family. Explain how social development is affected by position in family.
(2) Mental/cognitive	Read selected references to gain a better understanding of mental/cognitive development. Share your findings with classmates. What is meant by cognitive development in an infant? Does cognitive development (learning to think) begin early during infancy? Explain why or why not. How does a newborn learn?
	Give examples of the beginning of concept development. Example: Parent's approval signals love; nipple close to mouth suggests food; and coat, hat, stroller signifies going outdoors. [NOTE TO TEACHER: Concept development begins when the infant recognizes that some act represents the coming of another event.]
	Demonstrate experiences that assist infants in learning. Example: what infants can learn through senses of sound, taste, smell, sight, and touch.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View the transparency on activities which encourage a child's mental development. (See p. 308.) List activities appropriate for children of different ages. How does encouraging a child's cognitive development encourage development in other areas?
	Analyze the following two points of view on mental development: (1) Heredity has the most influence on mental growth. (2) Environment determines a child's learning ability. Organize a classroom debate with opposing teams. Ask the rest of the class for a conclusion based on the arguments presented.
(3) Physical/motor	Read selected references to identify factors which influence growth and body development. Discuss how physical development is affected by diet, rest, clothing, cleanliness, exercise, shelter, and the extent to which basic needs are met.
	View a bulletin board depicting factors which influence body development. [NOTE TO TEACHER: The bulletin board should include pictures of young children eating, sleeping, resting, exercising, brushing their teeth, etc.]
	Brainstorm to identify ways the body develops during infancy and early childhood. Include changes in body size and proportion, bones and teeth, muscle and fat, nervous system, eyesight, and hearing.
	Observe physical differences among children from birth to four years of age. Discuss such questions as: What part of the body is most developed at birth? What part is least developed? What changes occur in each part?
	Look at a transparency on the changing proportions of the human body. (See p. 309.) Discuss changes that occur at various ages. Explain how, why, or what causes and affects the growth and/or change.
	Read selected references to gain a better understanding of what is meant by motor development, and types of motor skills. Share your findings with classmates.
	Cite the meaning of skill as related to motor skills. What is meant by gross or large muscle skills? By fine or small muscle skills? Does the development of the two differ? Interrelate?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Give examples of motor skills. Include gross or large muscle skills, and small or fine muscle skills.

(4) Moral

Read references to gain a better understanding of how moral concepts are learned. Summarize your readings in two or three paragraphs. Include the role of: (1) laws and customs, (2) conscience, and (3) guilt and shame.

Participate in a "popcorn" session to arrive at definitions of *guilt* and *shame*. [NOTE TO TEACHER: A "popcorn" session involves spontaneous responses given in rapid succession to a topic.] Discuss how guilt is a negative self-evaluation influenced by internal and external sanctions. Shame is the feeling or emotion resulting from guilt.

Relate shame to moral development. Discuss how the following statement is related to the role of shame in moral development: "I still like you, but I don't like what you did." How does shame affect an individual? How do these feelings affect moral development? Is shame a negative judgment? Is it influenced by others? Why or why not?

View a transparency that describes some difficulties in learning acceptable moral behavior. (See p. 310.) Discuss how each difficulty may hinder the learning process.

Point out examples from movies or TV programs that show how moral concepts are developed in children. How do children learn to distinguish right and wrong? Respect and care for property?

Divide into small groups. Prepare a group report on various methods of guidance and discipline that an infant, toddler, and/or preschooler might relate to. Refer to references to help identify the methods of guidance and discipline. Present the report to classmates.

View a transparency to identify needs that are fulfilled by discipline. (See p. 311.) Discuss how each method explained fulfills these needs. Discuss how discipline and guidance may be key factors contributing to moral development.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask your family and others what they remember about you as a child. Find out what form of discipline worked on you and how you reacted to various methods. Did you learn moral behavior through trial and error, direct teaching, or identification? How does emotional and social development relate to moral development? Share your findings with classmates.
	Divide into groups of two. Pretend you are parents of young children. Predict the methods of discipline that you feel most comfortable with. Be able to justify your decision when you share ideas with other groups.
b. Heredity plus environment equals personality	View a film showing the influences of heredity and environment on personality. How does each affect personality? Discuss with classmates.
	Bring to class a baby's picture and a picture of the baby's parents. Mix pictures, and attempt to match child to parents. How many correct matches did you make? What hereditary factors aided you? What may have caused mismatches? Is the baby's personality revealed in any way by the picture?
	Read in selected references about the effects of heredity and environment on the total personality. Divide a sheet of paper into two columns. Label one heredity and the other environment. Write examples in the appropriate column. Combine all student lists to form one class list.
	Write names of persons you know beside each personality determinant listed. Describe in a sentence or two how you feel the factor has influenced the personality of the person named.

COMPETENCY: *Ability to analyze principles of prenatal development*

TERMINAL PERFORMANCE OBJECTIVES: *Appraise principles of prenatal development.*

Analyze factors which contribute to the well-being of the mother and unborn child.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Prenatal Development 1. Prenatal development defined	Study the definition of *prenatal development* on the board. [NOTE TO TEACHER: Write the following definition on the board before class begins: *Prenatal development* is conditions occurring or existing before birth.] List reliable sources of information about prenatal development. Include a local doctor, American Red Cross, health department, Planned Parenthood Association, March of Dimes. Discuss the resources available in your community. How does a knowledge of prenatal development contribute to the confidence of expectant parents and help to minimize fears?
2. Stages of physical development a. Embryo b. Fetus	Listen as a qualified person speaks on prenatal development. Define *conception.* When does conception occur? Trace how conception occurs from the entrance of the sperm into the vagina through the moment of conception. Illustrate through transparencies, charts, or posters. Read from selected references about the stages of prenatal development. List and define the three stages of prenatal development. [NOTE TO TEACHER: Prenatal development occurs in three stages: (1) Period of the ovum, or germinal stage (first two weeks); (2) Period of the embryo, or embryonic stage (next six weeks); (3) Period of the fetus or fetal stage (ninth week until birth).] Use filmstrips, charts, or other audiovisual aids to describe the physical development in each prenatal stage. [NOTE TO TEACHER: Transparencies on the stages of prenatal development are on pp. 312-314.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide into four groups: two designated as embryonic stage groups, and two as fetal stage groups. Research references to find examples of specific development that occurs during each stage. Present your findings with brief explanations to the entire class. Examples: Embryonic stage: all important external and internal features start to develop and function (identify the important features); sex organs develop. Fetal stage: internal organs assume adult position; kicking, squirming begins.
	Divide into small groups. Use a nine-month calendar to show when various aspects of development occur. Refer to selected references for information as needed. Show date of conception and date of birth on the calendar. [NOTE TO TEACHER: The process for figuring the date of delivery is shown on the transparency on p. 315.]
3. Influences on development a. Critical period b. Harmful influences c. Consequences of critical period and harmful influences	Read pamphlets obtained from the March of Dimes or other reliable sources. Identify the most critical period of pregnancy. Why is this period so critical? Participate in a group discussion to explain your findings.
	Read selected references to determine factors which may influence prenatal development or cause irregularities in development. Share your findings with classmates. [NOTE TO TEACHER: Readings should include: Rh factor; age of mother; diseases, such as rubella; incompatibility of genes; abnormalities in chromosomes; drugs; X-rays; diet; venereal disease; alcohol; smoking. A list of critical influences on development is on the transparency, p. 316.]
	View filmstrip(s) about harmful influences on prenatal development. [NOTE TO TEACHER: The March of Dimes has some excellent filmstrips available.] Make a list of all harmful influences mentioned in the filmstrips. Make any additions necessary. Discuss. What effects may smoking have on the fetus? What are the possible effects of alcohol on the unborn child? If a pregnant woman contracts rubella (German measles) in the first three months of pregnancy, what are the possible effects on the fetus?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Read selected references concerning the effects of drugs on the unborn child. List drugs which may be harmful to the unborn child. Identify possible effects on the fetus. Share your readings with classmates. Why should pregnant women avoid over-the-counter drugs? Should the pregnant woman question her doctor about the safety of prescribed medication? Why or why not? Discuss the use of aspirin by pregnant women.
	Construct a guide of "Do's and Don'ts" on harmful influences for expectant mothers. Include drugs (nonprescription, prescription, and illegal), alcohol, smoking, disease, and nutrient deficiencies.
	Divide into small groups. Select one or two of the harmful influences previously mentioned. Prepare charts and other visuals to show how prenatal development is affected by the influence. Present to class. [NOTE TO TEACHER: For example, one group could research FDA warnings about alcohol consumed by the pregnant woman. Students could chart the dangerous levels of alcohol intake and show the effects of drinking on the fetus.]
	Discuss ways an expectant mother can increase chances for a healthy pregnancy. Point out considerations at each stage of pregnancy.
4. Precautions a. Signs of pregnancy	Read from selected references to determine signs of pregnancy. List the common signs by viewing the transparency on p. 317. What is *morning sickness?*
	Listen to a nurse or doctor discuss the signs of pregnancy. Summarize the presentation in two or three paragraphs. Explain how signs of pregnancy may vary.
b. Age of mother	Brainstorm to generate ideas on the most appropriate age for pregnancy. Make a list on the board. Use references to identify minimum and maximum safe ages for becoming pregnant. In general, are women now becoming pregnant for the first time at an earlier or later age than women of ten years ago? Explain.
	Find a definition of *puberty*. Identify the physical changes which take place in girls and boys as they reach puberty. Refer to selected references to identify the changes. How is physical maturity related to pregnancy? Discuss.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a community resource person discuss possible effects on the mother's health and well-being if she becomes pregnant before physical maturity or after the peak childbearing years. Summarize possible effects presented. Predict possible consequences to the baby's well-being if the mother is physically immature or if the mother is older. Discuss possible consequences for the mother.
	List complications of pregnancy in older mothers. Read from periodicals and/or references about the possible complications, such as troublesome pregnancy, difficult delivery, or Mongolism. Share your findings with classmates. Analyze the causes and effects of possible complications on the child. What is the purpose of the amniocentesis test?
c. Proper nutrition	Brainstorm to identify nutritional needs of the expectant mother. How do the nutritional needs of an expectant mother change during pregnancy?
	Make a list of the foods you have eaten in the last 24 hours. Does your diet meet the USDA's Daily Food Guide requirements for teenagers? Give examples of food needed during pregnancy. Based on the USDA's Daily Food Guide requirements, how many servings from each group is suggested for expectant mothers? Change the list of foods you ate to meet the suggested food intake for a pregnant woman. [NOTE TO TEACHER: Remind male students that they can contribute to family nutrition by becoming aware of the needs of expectant mothers.]
	Look through magazines to find pictures of food that represent each food group. On separate sheets of paper, glue the pictures for each group onto one sheet of paper. Label the page with the food group. Example: BREAD AND CEREAL. Indicate the number of servings for a pregnant woman's diet. Use references to find the specific and most important contribution that food group makes to the development of the embryo/fetus.
	Set up a cafeteria counter using food models or pictures from magazines. Select a suitable menu for an expectant mother. List food items that would need to be included in other meals and snacks to complete the daily requirements for good prenatal nutrition.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
d. Health care	Listen to qualified medical personnel speak on health and physical needs of pregnant women. Make a list of questions to ask the doctor on the following topics: (1) need to see a doctor, (2) rest and sleep, (3) good hygiene, (4) teeth care, (5) exercise, and (6) travel. Discuss the questions. Why is medical care important early in pregnancy? What are some possible consequences of failure to secure medical care early in pregnancy? View the transparency, "Ingredients of Prenatal Care." (See p. 318.) What should the mother-to-be include in her routine? How can the father-to-be assist in prenatal care? Discuss. Make a poster illustrating information you learned about one of the topics discussed. Complete a medical history form as if you were an expectant mother. Why is this history obtained by the doctor early in the pregnancy? How can the history aid the doctor in anticipating problems? Discuss the following questions: Why is personal hygiene of special importance during pregnancy? Give examples of good personal hygiene practices. Is a warm bath or shower before bed good for the expectant mother? Cite changes in activities as a result of pregnancy. How much rest is recommended for the expectant mother? Why do most doctors advise no long-distance travel during the last two months of pregnancy? Do activities of the expectant mother remain much as they were before? Why or why not? Discuss daily activities of a woman which provide exercise needed during pregnancy. Why is exercise important during pregnancy? How can a husband encourage exercise for the wife? Illustrate advisable and inadvisable activities during various stages of pregnancy. Discuss the best sources of advice concerning exercise during pregnancy.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Use references to identify common problems or complications of pregnancy. (See transparency, p. 319.) Make a list of these. [NOTE TO TEACHER: List should include such items as nausea, heartburn, shortness of breath, varicose veins, lower back pain. These are considered minor problems. Major problems should be reported to the doctor immediately and include unusual weight gain, severe abdominal pain, severe vomiting, fever, persistent headache.] Label the problems as either minor or major. Predict possible causes of problems. Consider problems which might have resulted from neglect. Discuss possible ways to handle each situation.

Read in selected references about the postnatal care for the mother. Include exercise, diet, physical activities, personal hygiene, lactation. How long does the postnatal period last? How may the mother feel mentally and physically for six weeks after the birth of the baby? What physical adjustments are necessary? Why may the doctor not want the new mother to climb stairs? What may be some causes of depression? How may the baby's crying affect the mother? How does the mother's health affect the baby? How may the new mother's physical and mental health affect the father during this period?

Discuss the importance of postnatal care. React to the following statement: "I feel fine. I don't need to go back to the doctor."

Construct a timetable for the postnatal period. Prepare a calendar or chart noting physical changes (such as return of pelvis to normal position), and things the new mother should do (such as exercise and eat the proper foods) each week during the postnatal period.

COMPETENCY: *Ability to prepare for parenthood*

TERMINAL PERFORMANCE OBJECTIVES: *Cite factors which indicate readiness of the woman and man for parenthood.*

Analyze psychological preparation for parenthood.

Assess expenses during the prenatal and postnatal periods.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Preparing for Parenting 1. Psychological a. Mental (1) Acceptance (2) Adjustment b. Emotional	Interview on tape a couple expecting their first child, and a couple with an infant. Ask them to share their feelings when they first learned they were going to have a baby. What psychological adjustments were necessary? Let your classmates listen to the tape. Give examples of some effects pregnancy may have on wife-husband relationships. In groups, explain how problems may have developed and give possible solutions for each problem. Include the following as possible husband-wife relationship problems: (1) change in focus of wife on herself; (2) periods of depression; (3) emotional highs and lows; (4) desire for attention and sympathy by the mother; (5) husband feeling displaced; (6) altered social life; and (7) money. Add others. Brainstorm to identify the adjustments pregnancy poses for the father-to-be. Explain why fathers are included in prenatal classes for expectant parents. Read and discuss some case studies of couples expecting an addition to their family. Analyze reactions of planned pregnancies and those which were not planned.
2. Financial	Interview new or expectant parents to determine expenses incurred during the prenatal and postnatal periods. Report findings to the class.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Brainstorm to identify the expenses Albert and Maria will incur while preparing for the arrival of their first baby. List these items on the board or on a large piece of paper. After completing the list, arrange items into categories, such as medical expenses, furniture, clothing, supplies, food, etc. Discuss the importance of the items listed in each category. [NOTE TO TEACHER: Transpariences on pp. 320-323 can be used if needed.]

Determine needs of the baby that change as the baby grows. Determine changes to the budget that will occur as the baby develops. Include such things as: increased food costs, child care, clothing costs, other services. Share with class. (See p. 324.)

COMPETENCY: *Ability to appraise neonate development*

TERMINAL PERFORMANCE OBJECTIVE: *Explain characteristics of the neonate.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
D. Neonate 1. Appearance	Look at the word *neonate* on the chalkboard. Guess possible meanings of the word. Use references for the correct definition. [NOTE TO TEACHER: *Neonate* is the period lasting from birth to 12-28 days.] Discuss general characteristics of the newborn during this time. Read selected references to identify the characteristics of the newborn child's appearance and behavior. Using a transparency, summarize the characteristics you found. (See p. 325.) [NOTE TO TEACHER: Students can fill in information as follows: *Head* – appears too big in relation to the body. May be temporarily misshapen due to pressure during birth. Head may be bald or have thick hair. *Eyes* – blue or gray with a blank look. One or both may be crossed. Eyelids may be puffy. Most newborns do not cry tears. *Hands* – usually in a tight fist, with nails and loose-fitting skin. *Body shape* – short neck, small shoulders, swollen breasts, large abdomen, umbilical stump, narrow hips. *Feet* – soft bones. Skin may be loose and wrinkled. *Color* – may be flushed if the baby cries hard. Veins on head throb. *Weight* – six to eight pounds. Height is usually 18 to 22 inches. *Legs* – short compared to arms. Usually somewhat bowed. *Skin* – thin and dry. May be rosy-red or almost transparent. May be covered with downy hair. *Face* – pudgy cheeks; a broad, flat nose; receding chin. *Skull* – two soft spots, or *fontanels,* are found. One is above the forehead, the other close to the crown of the head. Skin may be wrinkled.] Listen as a young parent discusses the appearance of the newborn. Ask questions about reactions to the newborn's appearance and experiences in dealing with the various changes that occur in the one to two weeks after birth. Write a brief description of personal experiences you have had in dealing with a newborn. If you have had no previous contact with young infants, describe how you *think* you would react to a newborn.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Behavior a. Reflexes	Participate in situations that result in reflex reactions. [NOTE TO TEACHER: Present situations that result in a reflex reaction such as: What do you do when air is blown in your face? What do you do when you touch something very hot? You see something coming toward your face? Note that reactions to situations such as these are reflex reactions.] Use references if necessary to define *reflex*. [NOTE TO TEACHER: Reflex may be defined as an involuntary act resulting from a nerve impulse.]
	Use references to identify various reflexes in newborns. [NOTE TO TEACHER: Transparencies on reflexes are on pp. 326-329.] Make a list on the board. Number the reflexes listed 1, 2, 3, . . . Then number off around the room to divide into groups. Group one is assigned reflex number one, etc. Work in your groups to find out the characteristics of the reflex, the purpose of the reflex, why the reflex is important at the neonatal stage, and what to do if the reflex is not evident. Present findings to the class.
	Watch a parent and an infant demonstrate reflexes. [NOTE TO TEACHER: Example: Touch baby on cheek to show sucking and rooting reflex. Introduce beginning voluntary movements, if applicable.]
	Analyze the reflexes of the infant. How are they similar to or different from the explanations and descriptions of reflexes presented by groups earlier?
	Point out other actions of the neonate, such as crying, sleep, hunger, thirst; and the cognitive development that takes place during the neonatal stage. Determine how reflexes play a role in these actions. How do reflexes affect cognitive development?
b. Adjustments (1) Physical	Brainstorm to identify physical adjustments of the infant, such as adjustment to: (1) temperature changes; (2) breathing; (3) taking nourishment; (4) elimination. Why are these adjustments normally considered to be major and critical experiences?
	Use selected references to find adjustments newborns must make in order to survive. Describe procedures used to help infants make the adjustments if the infant cannot make the adjustment alone. Why can the infant sometimes not make the adjustment alone? Share information in class discussion.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
(2) Bonding	Study references that describe attachment behavior. [NOTE TO TEACHER: Explain how bonding and attachment are similar.] Discuss the behavior described. Share personal experiences you may have had in observing infants in these kinds of behavior. Listen to a speaker from CWP (Childbirth With Preparation), the American Red Cross, or another organization to explain the process and importance of bonding on the child's total personality.

COMPETENCY: *Ability to evaluate infant's development*

TERMINAL PERFORMANCE OBJECTIVES: *Analyze the development of the infant.*

Analyze the effects of various factors on the infant's development.

CONCEPTS

E. Infant Development
  1. Voluntary movements (physical/motor control)
     a. Head
     b. Trunk
     c. Arm/hand
     d. Leg/foot

LEARNING AND EVALUATION EXPERIENCES

Define *voluntary movements.* Look through magazines to find pictures of infants making various voluntary movements. Make a collage using these pictures. Make a bulletin board of all the collages. [NOTE TO TEACHER: The transparencies on physical, mental, social, and language development of infants, toddlers, preschool, and school-age children can be reviewed as needed throughout this unit. See pp. 301-306, 333.]

Listen to a resource person from the medical profession discuss the sequence of infant development. Examples: lifting the head precedes sitting up; sitting up precedes standing; standing precedes walking. Summarize presentation by writing a paper entitled "Sequence of Development."

Locate and study charts which describe the development of voluntary movements. Explain the development of voluntary movements and their sequence. Make your own chart to indicate the sequence of the development of voluntary movements. Describe the most common activities of the infant at each stage. [NOTE TO TEACHER: A transparency of this development is on p. 330.]

Use the collage pictures made previously. Determine the age of the infants pictured. Suggest other capabilities of that age.

Observe two or three volunteers. [NOTE TO TEACHER: Ask for two or three volunteers to participate in an experiment prior to classtime.] Volunteers are to lie on mats on the floor. Their movement is restricted to moving only the head from side to side. Ask them to describe the classroom as they see it while lying on the floor. Write these descriptions on the board. Next, allow the volunteers to sit up on the mats and have them describe the same space as before. Write these descriptions on the chalkboard next to the previous description. Make note of how much change is made in an infant's life as the child becomes able to sit.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss possible reasons for variations in the usual patterns of development. Analyze specific situations and predict possible long-range consequences. Example: A child learns to walk at 9 months, another at 12 months, another at 14 months. All develop normally.
	Observe young children of similar ages. Note differences in growth and development among them. Analyze actions that indicate readiness for walking. How do creeping, crawling, pulling up, standing, and toddling prepare the child for walking?
2. Growth changes	Secure a chart from a physician or baby clinic which shows the average gain in weight and height for an infant at different ages. Using information from your baby records (if you have access to them) or sample records, examine growth changes on the charts and the growth changes on the actual records. What trends do you notice? Is the average height and weight accurate? What concerns should a parent have if the child is not the average height or weight specified on the chart?
	Illustrate with silhouettes changes in an infant's body size and proportion. Label each silhouette with average weight, height, and age. Write a paragraph for each illustration on the changes that occur.
	Visit a day care center or nursery. Observe infants of the same age. [NOTE TO TEACHER: When making arrangements for a visit, secure information about the infants, such as age and weight, etc.] Analyze differences in age, size, weight, and height.
3. Feeding a. Food	View a filmstrip on the advantages and disadvantages of breast feeding and bottle feeding. Make a list. Discuss. [NOTE TO TEACHER: Transparencies listing these are located on pp. 331-332.]
	Listen to resource people in a panel discussion of breast feeding in contrast to bottle feeding. [NOTE TO TEACHER: Resource people could be new parents, doctors, nurses, etc. A transparency is on p. 331.] How do family attitudes and habits influence the method used? Write a paper summarizing; then discuss. Indicate which method you think is best for you and/or an infant and explain why.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Read selected references and list the nutritional needs of infants. [NOTE TO TEACHER: A transparency of this information is on p. 284.] Make a chart of the nutrients and the solid foods to supply them, and suggested ages at which they are introduced. Point out precautions which should be taken when adding each new food. Why is each food important nutritionally? Determine the adjustments an infant must make when adding solid food, i.e., spoon, texture of food, etc.
	Display various types and flavors of baby foods for infants, such as strained, chopped, mixed; meats, vegetables, and fruit. Taste and determine foods suitable for children of different ages. Point out different methods of preparing foods for infants. Why are certain foods *not* suitable for specific ages?
	Plan a balanced menu for a six-month-old. Plan a balanced menu for a 12-month-old. Compare the two. Explain the reasons for the differences.
b. Utensils	Display various types of equipment used for breast and formula feeding. Explain procedures for the use of each type. What are the advantages and disadvantages of each type?
	Display utensils which will aid in infant feeding. Demonstrate the use of each utensil: plate, spoon, cup, etc. Relate the use of each to the age and muscle control of the child.
c. Teething	Divide into small groups and make a transparency with overlays to illustrate the usual eruption of teeth and the approximate age at which each tooth erupts. Show your transparency to other groups. How will this affect a child's eating?
4. Attachment	Review attachment and its importance in total development of the child. [NOTE TO TEACHER: Point out to students that this concept is at this time being studied, and is thought by some to be extremely important in the development of the child; other researchers do not see it as so important. It is advisable that students keep informed about new findings as they are available.] Recognize that children from one- to three-years-old have difficulty understanding what is real; they may think any separation is permanent. Discuss why children may cry when their parents leave them with a sitter or at a day care center. Why do they cry again when the parents return?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	List common symptoms of anxiety separation in a two- or three-year-old, such as: thumb or finger sucking, finger difficulties, desire to return to using a bottle, loss of bladder or bowel control. Relate how games such as peek-a-boo can help a child overcome separation anxiety. What are some other activities?
5. Language	Study a transparency to identify and become familiar with stages of language development. (See p. 333.) Use references for charts or explanations of language development. Cite other details or characteristics in language development. Discuss with classmates.
	Discuss the following statement: Gestures can take the place of words.
	Brainstorm to answer the following question: How do babies communicate? Examples: crying, chewing fist, smiling, reaching, cooing. How do adults learn what the infant is communicating? How does the infant express different needs and wants, such as hunger, discomfort, pain? Discuss as a class.
	Listen to a prepared record or tape of babies crying. Interpret possible reasons for different cries.
	Complete the following statements to predict the reasons for variations in cries: if an infant's cry is an angry howl accompanied by sucking, the infant is probably. . . hungry). If the cries are angry howls which end at the sight of a person, the infant is probably. . . (lonely). If the cries are moans accompanied by rubbing the eyes, the infant is probably. . .(sleepy). If the cries are moans accompanied by fever, the infant is probably . . .(ill).
	Explain the development of babbling by discussing the following statements: A child babbles for the pleasure of sound. Babbling is not true speech because it is not connected with an object or person. Babbling is a form of communication.
	Describe the ways babbling provides pleasure and lays the physical groundwork for speech development (development of vocal cords and muscles).

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Point out minor speech difficulties that babies sometimes develop, such as lisping. Determine how these difficulties develop, the consequences, and remedial measures to take. Differentiate between minor speech problems and major ones.
6. Playing a. Exploratory play b. Purposeful play	Use references to find explanations of exploratory and purposeful play. Brainstorm to give examples of play that babies first engage in. Example: shaking rattles, throwing objects, dropping objects.
	View a film or filmstrip on the play typical of a one-year-old. Brainstorm to identify characteristics of play throughout an infant's first year. Explain the characteristics of infant's play throughout the first year.
	Bring an infant's favorite toy to class. Explain why the infant likes it so much.
	View the transparency "A Good Toy is. . ." (See p. 334.) What other characteristics can you list?
	Make a bulletin board titled "Toys for Tiny People." Relate each toy used to a stage of development during the infant's first year. How do the kinds of toys most appropriate for the infant vary during the first year of life?
	Determine from a display of toys and play equipment those which would be most suitable for infants. Defend your selection. Brainstorm to compile a list of household items that are not suitable for an infant's play. Examples: plastic bags, buttons, pencils, and sharp objects. Discuss the ways they could harm an infant.

COMPETENCY: *Ability to analyze principles of development of the child from toddler age through five years*

TERMINAL PERFORMANCE OBJECTIVES: *Examine growth changes of the child from toddler age through five years.*

Appraise principles of development for the child from toddler age through five years.

CONCEPTS

F. Toddler Through Five Years
   1. Physical development
      a. Growth

LEARNING AND EVALUATION EXPERIENCES

Read selected references to identify patterns of growth between ages two and five. Summarize the information by making a chart on the chalkboard. Discuss.

View growth charts to identify the periods of rapid growth and slow growth during childhood. Determine what is meant by *spurts* and *plateaus* in growth.

Locate pictures of yourself at different ages. Observe the physical changes that took place. Can you recognize spurts of growth? Pleateaus in growth? When did they occur?

Observe two or more children of the same age. Take height and weight measurements. Do this for two or more age groups between ages two and five. Point out the differences in heights and weights of children of the same age. Explain the differences. Discuss noticeable spurts and plateaus.

Work in groups to summarize an aspect of physical development which occurs during childhood. Consider one of the following ways of sharing your information with the class: (1) Bring to class a group picture of an elementary school class. Estimate possible factors that may have influenced variations observed in the size of the children. (2) Show silhouettes of children of different ages from infancy to adulthood. Estimate the age of each. How did changes in body proportion help you determine the age of each? (3) Bring childhood pictures of yourself to class. Interpret these pictures to describe changes in body growth and proportions. (4) Show transparencies with overlays, or charts, to identify changes in bone development and tooth eruption during childhood. (5) Invite dental personnel to discuss development of temporary and permanent teeth. (6) Read in selected references about basic body types. List basic body types. Include *endomorphy*, *ectomorphy*, and *mesomorphy*. Explain each type. (7) Predict possible problems that may exist when a child is overweight or underweight. Include emotional, social, and physical problems. (8) Invite medical personnel to discuss changes in eyesight and hearing in the young child. Cite possible trouble signs in the development of eyesight and hearing. What do these signs indicate?

b. Motor development

Study transparencies to identify physical and motor development that occurs between ages two and six. (See pp. 335-338.) Give specific examples of these tasks which you have observed while caring for children. Explain developmental changes that enable children to progress to more difficult tasks. What can parents and caretakers do to help the child? Discuss.

Identify factors which influence motor development. Discuss the following: Why is two-year-old Johnny able to ride a tricycle when two-year-old Terry cannot? [NOTE TO TEACHER: Possible reasons may include rate of physical development, rate of emotional development, opportunities to learn, motivation.]

Give examples of motor skills accomplished during childhood. Describe factors which contribute to learning these skills.

Discuss the following: Girls tend to learn small motor skills before boys. Why? Boys tend to develop large motor skills more than girls. Why?

View a transparency to gain a better understanding of how a motor skill such as grasping is developed. (See p. 339.) How do motor skills increase the independence of a child? Discuss how motor skills and coordination are continually being refined during toddler age through five years.

List characteristics of motor development. View pictures of children which illustrate motor development typical of different ages. [NOTE TO TEACHER: Examples: child learning to walk with legs apart and arms outstretched for balance; child grasping small objects with whole hand; child dirtying face while self-feeding; etc.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Observe a group of children of one age level. Point out the variations in motor development. Discuss reasons for these differences. Which children had better control over large motor skills? Small motor skills? Notice the activities a child does on her or his own if time allows. (putting away crayons, toys, tying a shoe, putting on a jacket, etc.). Did you notice adults doing things for the child that the child could do? Share your findings with classmates.
2. Language development	Read selected references to learn about various methods of learning language, such as trial and error, imitation, conditioning, and reinforcement. Summarize the effects of the presence or lack of the following on speech development: encouragement, imitation of a model, trial and error.
	Cite the order in which the following speech tasks develop: forming sentences, carrying on conversation, repeating phrases, making sounds, comprehending the meaning of words, saying words.
	Discuss how speech is affected by the other areas of a child's development. How does physical development affect ability to speak? What effects do social and emotional development have on speech? How does intellectual development affect the ability to speak?
	Observe children who have lost some teeth. Analyze the way they pronounce words that begin with r, s, or t. Report findings to the class. What are the effects of this stage of speech on the further development of speech skills? What other difficulties might the two- to five-year-old experience in the development of speech skills?
	Listen to a speech therapist discuss speech problems such as lisping, slurring, and stuttering. Discuss how defective speech may be qualitative or quantitive. Discuss possible therapy for each type of speech problem. Name some community sources of help for young children with speech handicaps.
	Listen to a panel discuss the advantages and disadvantages of bilingualism. What is *bilingualism?* [NOTE TO TEACHER: Definition for bilingualism: the ability to speak, write, and read two languages with facility and accuracy.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View a film of a child or observe a child. What means are used to communicate? At what point is the child's speech development? Does the child have any obvious speech defects? Is the child bilingual? If so, how has this affected the child's language development?
	Analyze the language development of a given child. Observe over a period of time the language development of a child you know. Is the child's language development within a normal range for this child's age group? If the child is advanced, what do you think is responsible for this advance? If the child's development is less, what type problems does the child seem to have? What efforts are being made to correct any difficulties?
3. Emotional development a. Emotions	Debate: At a particular age a child can be expected to know what is appropriate behavior and can act accordingly.
	View a film on childhood emotions. List common emotions of childhood, such as fear, worry, anxiety, anger, jealousy, curiosity, joy, pleasure, delight, affection. Give examples of the sources of these emotions for a two-, three-, four-, and five-year-old. How can parents become aware of children's emotions? Why are emotions so dominant in a child?
	Give examples of emotional responses you have observed in children. How do a young child's emotions differ from those of an adult? Summarize the characteristics of children's emotions. How long do emotional reactions last? How intense are children's emotions? How quickly do children change from one emotion to another? Describe reactions different children might have to the same situation. How do children's emotions change as they grow older? How may the way they express emotions change? [NOTE TO TEACHER: The transparency describing characteristics of children's emotions will help in the discussion. See p. 295.]
	Analyze emotional changes that occur as children mature and learn. How do maturation and the additional experiences gained from having learned new tasks and skills influence the emotions of young children? Share with the class and discuss.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Observe emotional development of a particular child over a period of time. Determine the child's level of emotional development. Point out ways the child's emotional development deviates from the norm in various situations. What may be some possible causes of this deviation? Compare two children of the same age. Note the differences in their emotional development. Give possible reasons for these differences.
b. Fears	Write down two or three fears that you have now. What caused the fear? What can you do about the fear? Share with the class. Identify fears common to many people. View a filmstrip on ways of dealing with the fears of young children aged two to five. What causes these fears? From information presented in the filmstrip, what can parents do to calm and/or eliminate the fears of their young children? Write a paper relating the feelings you experience when in a fearful situation and the feelings you think a young child would have in a fearful situation. How is the fear you experience different from a young child's? How is it similar? How would you react if you were punished for having fears? If you were ridiculed for having fears? Determine what effect everyday experiences have on a child's development of fear. Consider everyday experiences such as television (violence), imaginary creatures and happenings, being separated from parents, etc. How does maturation affect the fears of earlier years? How do parents know when fear could be an indication of a lack of social, emotional, and/or cognitive development? Read references or interview parents to obtain necessary information.
4. Mental development	Use references to define the differences between *mental* and *cognitive* development. What is the relationship between the two? [NOTE TO TEACHER: *Cognitive development* is the development of concepts; *mental development* includes cognitive development as well as all other facets of mental development.]

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Attempt to define *zyzzyva.* Why is it difficult for you to define? [NOTE TO TEACHER: The student probably has never heard the term.] Look up the term in the dictionary. How do children acquire an understanding of certain concepts? Example: How is a child able to recognize that the word *dog* identifies the animal dog?

Divide into small groups and prepare a report on how concepts affect the child's cognitive development. Include facts from current periodicals and textbooks. Does a child's concept change continuously with experience and with the accumulation of new knowledge? Explain. Discuss how concepts help the child to develop other concepts. How can the child develop accurate concepts? Discuss the importance of the child's ability to see the relationship between new experience and previous experience. Is it true that children perceive things at their face value? Why do children often misinterpret what they observe? Present your report to other groups.

Brainstorm to list various childhood activities. Work in groups to determine how each can be used to stimulate cognitive development. Discuss such questions as: How does the child's age affect the child's ability to learn? What types of experiences encourage cognitive development?

Make a bulletin board to illustrate experiences which encourage learning in young children. Use pictures of learning activities or surroundings conducive to learning. Possible title: "Stop, Look, and Listen."

Observe children at a child care center. Record three examples of actual experiences indicating cognitive development. Explain how mental/cognitive development occurred in each situation. What factors influenced the child(ren)? What ages were the children?

Give examples showing the relationship between creativity and a child's mental development. How does creativity increase when encouraged? How may it be stifled? How may a child's imagination contribute to creativity? [NOTE TO TEACHER: A transparency, "Creativity is Encouraged through. . ." is on p. 340.]

Create a toy that might stimulate an infant or toddler's cognitive development. Considerations for a toy are found in the transparency on p. 334. Use everyday items found in your home to make the toy. State the age of the child for which the toy was planned. Demonstrate the toy to classmates and explain its value. Discuss.

Observe several children playing with the toy you created. Do you feel the toy fostered the child(ren's) cognitive development? Explain why or why not. Share your observations with classmates.

5. Personality development
   a. Self-concept

Read in selected references to find definitions of *self-concept* and *personality*. Decide on class definitions. How are they similar? Different?

Give examples of things that constitute personality, including self-concept and personal traits. How do such things as physique, health, intelligence, clothes, manners, emotional reactions, attitudes, family, school, religion, early experiences, culture, acquaintances, motivation, and name influence or reflect your self-concept and personality?

Divide into groups to discuss the effects of one element of personality on the overall personality development. Use a puppet show or other drama to demonstrate possible effects. Each group should select a different element if possible.

Describe critical periods which have occurred in someone's childhood. Show how this may have affected the person's adult personality by writing a case history of the individual.

Observe a young child for a period of time. Describe his/her personality. Predict what the child's personality may be as an adult. How does personality change as a child reaches adulthood? What may cause these changes? [NOTE TO TEACHER: If possible, have some of the students observe twins or triplets. Ask them to report any similarities or differences in their personalities. Have class members discuss and account for these differences and similarities.]

Outline factors you feel have influenced your personality. Which do you feel had the most influence? Point out ways you are different from a friend. How does individuality affect personality development? Determine the importance of allowing children to develop individuality.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Socialization	Find a definition of *socialization.* State the steps involved in the process of socialization. Include developing acceptable behavior, playing approved roles, developing positive social attitudes. Unscramble the eight jumbled words below to form words describing characteristics indicating that a person has become sociable. The letters in parentheses will form a surprise word. SNAPAELT ____(_)___, OOCTERIVEAP __(_)________, LUCFERHE (_)_______, DERISNOCETA ____(_)______, LEIEABLR ____(_)___, PEDLABNEDE _______(_)__, YINREDLF ______(_)_, PIBSCNLESRE _(_)_________. The surprise word describes the type person who has these characteristics. [NOTE TO TEACHER: Answer key: Plea*s*ant, Co*o*perative, *C*heerful, Cons*i*derate, Reli*a*ble, Dependa*b*le, Friend*l*y, R*e*sponsible. Surprise word: Sociable.] Study resources to identify factors influencing social development. Make a class list of these factors on the chalkboard. View a bulletin board exhibiting factors influencing social development titled, "Growing Socially." The bulletin board might picture a child and a sprinkler can. Paper flowers are labeled with factors influencing social development, such as cooperation, friendliness, and affection. Find magazine pictures that illustrate the various factors. Brainstorm to define *behavior.* [NOTE TO TEACHER: Behavior is acting in a particular way. Point out that behavior is influenced by culture and conditions and should not be labeled "good" or bad."] Should young children be expected to act like adults? Why or why not? Explain. Participate in a round-table discussion of common forms of behavior during childhood. Consider such behavior as negativism, aggression, quarreling, teasing, bullying, rivalry, cooperation, ascendant behavior, generosity, desire for social approval, sympathy, dependency, and friendliness. Of what age is each of these most characteristic?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Discuss the statement: Children choose friends and companions at a developmental stage similar to their own.

Role play situations showing the effect a child's family may have on the child's development. Situations such as the following may be used: (1) A family does a great deal of entertaining at home. Relatives and neighbors frequently stop in unexpectedly. "Last-minute" guests are often invited to dinner. (2) Parents work different shifts. Sleeping patterns necessitate a quiet atmosphere and little opportunity to have visitors in the home. (3) Family has very limited contact with the extended family. [NOTE TO TEACHER: The transparency on p. 341 lists some effects of the family on emotional, social, physical, and intellectual development.]

Give examples of typical activities contributing to the socialization of children at different levels, such as interacting with family members, playing with other children, learning how to behave at social functions. Discuss probable social experiences of a one-year-old, two-year-old, etc. through a six-year-old. Why is it important to have various social experiences throughout childhood? Relate early social experiences to later social behavior.

Work in groups to relate childhood behavior to socialization in the following situations: The neighborhood bully, the extremely shy child, the child who always wants his/her own way, the child who won't participate, the child who demands to be the center of attention, the child who always plays with older or younger children or with children of the opposite sex. How may socialization be affected in each situation?

Discuss the following situation: A new pet is brought into the home. How must the pet adjust its behavior to be socially acceptable? Show the similarity between the adjustment of the pet and the adjustment of a young child to his/her environment.

Determine how a change from one environment to another can affect a child' socialization. Consider the following situations: a move which means changing schools, a move to a new city, divorce of parents, or death of a parent.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Give examples of behavior you consider appropriate for young adults in a particular situation. Discuss. List these in a column on chalkboard. Give examples of behavior you would consider appropriate for your children in the same situation if/when you become a parent. List these in a column beside the first column. What are the differences? Why? Describe situations in which it is necessary for young children to have and understand appropriate behavior. At what age can children understand why they should behave appropriately? View a film or look at transparencies showing the behavior characteristics of young children. Discuss the behavior differences in a one-year-old, three-year-old, and five-year-old. How is a child's curiosity related to the child's ability? Why is mobility important to the young child? Discuss the effects of realistic and unrealistic expectations on a young child's behavior.

COMPETENCY: *Ability to analyze career and job opportunities related to the field of child development*

TERMINAL PERFORMANCE OBJECTIVES: *Examine professional job and career opportunities related to child development.*

CONCEPTS

G. Planning a Child Development Career
   1. Professional careers

LEARNING AND EVALUATION EXPERIENCES

Listen to a local home economist or other resource person present information on professional careers related to child development. [NOTE TO TEACHER: Some of the careers related to child development include nursery, kindergarten, or elementary teachers; teacher of early childhood at high school or college level; executive director, director, assistant director of child care centers; child care leader; child psychologist, social worker, director of a children's program; jobs in adoption agencies, foster homes, institutions for the treatment of neglected, handicapped, delinquent children; or running a day care center in the home.]

Look up descriptions of professional jobs related to child development in the *Dictionary of Occupational Titles.* Study the descriptions and make a list of the careers you are most interested in. Include descriptions of these jobs on your list. Ask your high school counselor whether professional job opportunities in this field are increasing or decreasing. What is the anticipated trend for the next five years? Report your findings to classmates.

View the transparency on careers related to child development. (See p. 342.) Relate the careers to your personal occupational desires.

Interview a person employed in one of the child development-related careers you are most interested in. What are the responsibilities of the person? What are the advantages and the disadvantages of this career? What was the education and work experience of the person you interviewed? Summarize your findings in a report to the class.

Write to professional organizations to obtain information about careers related to child development. What education is required for each? What colleges and universities in your area provide education for careers related to child development? Share your findings with classmates.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study college catalogs to learn what courses are required for a degree in home economics with a major in child development. What high school courses would be beneficial for this major?
2. Career advancement	Interview a professional in the field of child development. Find out what opportunities for advancement are available to the beginning professional. What opportunities are available in the area of management, administration, and self-employment? Is additional education needed for advancement? Are additional skills needed?
	Read a book on interpersonal or communications skills which can aid career advancement in any field. Make a report to the class on one or more of the skills you learned about. Involve the class in discussion, activities, or role play.

HOMEMAKING III
CHILD DEVELOPMENT

COMPETENCY: *Ability to evaluate the development of the school-age child*

TERMINAL PERFORMANCE OBJECTIVES: *Analyze the physical development of the child.*

Analyze the effects of various factors on the child's cognitive development.

Analyze factors which contribute to the child's social, emotional, and personality development.

Determine factors affecting the development of the exceptional child.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
A. Understanding the School-Age Child (Age 6-11) 1. Physical and motor development a. Growth and motor skill prediction	View a filmstrip on school-age children. Identify and make a list of common physical characteristics of school-age children. Do six- to eleven-year-olds usually appear taller and thinner than preschool children? Is there a wide range in the height of healthy children of the same age? What physical activities are children of this age interested in? What things involving motor skills are they interested in? [NOTE TO TEACHER: School-age children, 6-11, are interested in running; jumping; skipping; playing ball; jumping rope; skating; riding bicycles; playing games such as red rover, tag, hide and seek; cooking; building models, etc. The transparencies on pp. 335-338 have additional information.] Discuss. Prepare a line graph chart to illustrate the difference in the rate of growth of males and females at specific ages. At about what age does the steady rate of physical growth end, and then occurs in spurts and stops? [NOTE TO TEACHER: Check Helen Bee's *The Developing Child.*] Read in selected references to identify the growth and motor development of the school-age child. Discuss how growth rates differ for females and males of the same age during the school-age years. On the average, do females or males mature physically more quickly? Work in small groups to report the changes in height and weight which occur between 6-11 years of age. Use references as needed. Present your report to other groups.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide into small groups and prepare a visual showing the proportion of body size and changes during growth. Present your visual to the class. [NOTE TO TEACHER: A transparency on body proportions is on p. 309.] During spurts of growth, some body parts grow more quickly than others. Legs and arms usually develop fully before the torso. The upper part of the head grows faster because of the early growth of the brain. The head may seem large in proportion to the rest of the body because it reaches full size earlier. Other changes in the body are: mouth, jaw, and nose become larger; lips fill out; forehead broadens; neck becomes longer; stomach flattens; chest broadens; permanent teeth replace baby teeth.]
	Read selected references to gain a better understanding of predicting the adult stature of a child. What techniques are used? List practical reasons for wanting to predict adult height. [NOTE TO TEACHER: The most efficient method for predicting adult height is the determination of skeletal or bone age. The child's bone age is found by looking at an X-ray of the hand and wrist to determine how much cartilage has turned to bone and how close the ends of one bone are to the bone next to it. The closer the bones, the more advanced the skeletal age. The child's X-ray is compared with X-ray photos standardized for age to determine the child's bone age and predict the adult height. A practical reason for wanting to predict height is to check abnormal growth to determine the need for hormone therapy.]
b. Variations in growth and motor skills	Listen to a teacher of upper-level elementary children discuss the relationships between physical and motor development and popularity. How would a basketball game played by a 6-year-old differ from one played by an 11-year-old? What aspects of physical and motor development explain the difference? Suggest situations where a child is not able to perform as good as or better than age-mates. How does this influence self-concept? Discuss ways that parents and teachers can foster physical and motor development to a child's full potential. How would you try to prevent a child from developing an inferior self-concept?
	Discuss the feelings of the 6- to 11-year-old child who experiences feelings of awkwardness because of sudden growth. What negative results can develop? [NOTE TO TEACHER: A negative result would be an adult with poor posture, who slumped shoulders as a child because of taller height in relation to classmates.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Identify the problems of a school-age child who is: (a) underweight; (b) overweight. Discuss causes and solutions for the problems. Discuss other variations in growth and motor skills which can affect children. How might diet, exercise, and amount of sleep influence these variations? Are there differences between boys' and girls' motor skills? Were you shorter or taller than your peers? What were your feelings? Does being left-handed cause any problems or negative feelings? What do you remember about losing baby teeth? Does this affect your self-image?
2. Cognitive development a. Thinking process	Observe an elementary school class. Discover techiques used by the teacher to encourage learning. Share your findings with classmates. Discuss such questions as: How does the child's age affect the ability to learn? What types of experiences encourage learning? How does the choice of toys, books, music, and materials encourage learning?
	Prepare a bulletin board to illustrate experiences which encourage learning in young children. Use pictures of learning activites and surroundings conducive to learning.
	Listen to an elementary teacher, principal, or guidance counselor speak on specific learning achievements of students in primary, middle, and advanced grades. Discuss some intellectual abilities developed in school. Why is the teacher very important to the school-age child? Cite ways adults may encourage a child's learning activities, such as providing opportunities, praising accomplishments, expressing interest.
	Listen to the school nurse or dietitian discuss the relationship of food habits, nutrition, and hunger to learning. Write a summary of the main points.
	Think of your favorite class when you were 6-11 years of age. As a group, construct a list of factors contributing to interest in a favorite class. Think of your least favorite class. As a group, construct a list of factors contributing to lack of interest. Discuss how a variety of experiences may encourage learning.
	List local agencies in your community which contribute to children's education (include schools, kindergartens, day care centers, libraries, organizations). Conduct a survey to determine other educational sources in your community (private tutors in music, art, dance, voice, crafts, etc.).

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	List types of instruction available. What type of instruction is appropriate for specific ages? How do classes in music, art, dance, etc., benefit a child? How do the classes influence the child's cognitive development?
	Study case situations to show how educational services in the community affect the child's cognitive development. Point out how living in communities or areas such as an inner city, a suburb, or a rural area affects educational opportunities and the cognitive development of young children.
b. Creativity	Brainstorm to name benefits provided by problem-solving and art activities, such as the encouragement of creativity and aesthetic expression.
	Give examples of ways curiosity promotes creativity and exploration in the school-age child. Describe in detail the process a child might go through in learning a specific task or procedure because of curiosity about that task or procedure.
	Divide into four groups. Each group should be as far from the other groups as possible. Each group selects a box provided by the teacher. [NOTE TO TEACHER: Place items such as coat hangers, clothes pins, empty coffee cans, etc., in four separate boxes. Be sure that each box contains the same items.] A student in each group removes one item at a time from the box. The group brainstorms to name as many uses for the item as possible in two minutes. Repeat the same procedure for each item. Combine each group's list to show how creativity can be generated by exploration (examination).
	Research current references to learn how creativity in young children is more a process of problem-solving than a "gift" resulting in a "product." How does a child approach problem-solving creatively?
	Observe a group of elementary-age children at play. Note instances of exploration and divergence in their play. Relate exploration and divergence to creativity.
c. Inner control	Use references to locate a definition of *inner (or self-) control.* [NOTE TO TEACHER: *Inner control* may be defined as the ability to direct one's emotions and actions.] Discuss how school-age children learn to practice inner control.

Brainstorm to help children: (1) wait for attention and not demand more than their share, (2) recognize the rights of others and behave accordingly, (3) wait their turn, (4) treat others as they like to be treated. Show how you could make the child understand and follow these guidelines. Role play if necessary to demonstrate a procedure.

Debate the following: "Evil companions corrupt good morals." "One rotten apple spoils the whole barrel." "People are judged by their companions." "Society is no comfort to one who is not sociable." Explain how children develop moral standards. When are children able to understand "right" and "wrong"? What type of changes occur in moral values as the child grows older? What are some difficulties of learning moral concepts? [NOTE TO TEACHER: A transparency is on p. 310.] How can you help make a child's learning of "right" and "wrong" easier?

Write difficult or "squirmy" situations on pieces of paper. Example: Lorenzo has been waiting patiently in line. Maria cuts in front of him. What would you do? Exchange written situations and role play acceptable behavior demonstrating inner control.

d. Concepts and behavior

Brainstorm to define *concept.* How are concepts developed? [NOTE TO TEACHER: Point out that development of concepts involves the ability to see relationships, to comprehend underlying meaning, and to reason.]

Draw a picture of a home. Share your picture with the class. Explain why the pictures of class members differ or are similar. [NOTE TO TEACHER: Pictures which school-age children have drawn may also be used.] What factors contribute to concept development?

Feel selected items in a grab-bag without looking at them. Write your guess of what each item may be. Share guesses with classmates. Discuss reasons concepts differed. What influence does perception have on the development of concepts?

Determine ways children's concepts differ from adult's concepts. Examples: concepts of work; of size and proportion; of value of objects. Point out characteristics of children's concepts that cause these differences. Include such factors as limited experiences and limited knowledge. Discuss how school-age children form misconceptions through faulty reasoning, errors in perception, and misinformation. Find pictures in magazines that indicate differences in concepts. Example: A picture of a child standing next to a large dog and a similar picture of an adult standing next to a large dog. How do the differences in concept affect behavior? As a child grows older, how do his/her concepts and behavior continue to differ from adult's concepts/behavior?

Discuss the following: How do parents influence their children through examples and opportunities? How are the values of parents passed on to their children? Identify examples of the relationship between the parent's influence and the child's behavior.

Summarize factors influencing behavior. Include: condition of sense organs, intelligence, opportunities for learning, type and variety of experiences, amount and type of guidance, mass media, sex, and personality. How do the factors affect or change behavior? How does the behavior relate to concepts learned?

3. Social, emotional, and personality development
   a. Relationships
      (1) Peers

Think of one of your good friends. List qualities and characteristics of that person which attract you to that person. Listen as your teacher summarizes the qualities and characteristics mentioned by the class. Are the qualities and characteristics similar?

Divide into groups and brainstorm ways of guiding children to develop sociable traits. (Examples: consideration, politeness, sincerity, loyalty, etc.) Report to class. Discuss how these traits contribute to good peer relationships. What are some causes of poor peer relationships?

Use references to locate definitions of *leader* and *follower*. Divide the chalkboard into two columns. In one column, list traits of leaders; in the other column list traits of followers.

Relate the satisfactions and dissatisfactions of the leader and follower to the following situations: (1) While playing "house" Kelly assigns each child a role. (2) Carmela sees Becky walk through a mud puddle and does the same. (3) While riding bicycles, Ted exclaims, "I'll bet you can't do this!" How do these situations affect peer relationships?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Select one social skill you have that you feel comfortable about. How did you acquire it? How could you help an elementary-age child develop the skill or one that leads to it?
	Brainstorm to identify factors which contribute to successful group participation, such as interest in others, consideration, self-confidence. Discuss whether a child who cannot get along in a group is accepted by peers.
	Pretend you are in a situation where you could organize neighborhood activities. Involve children of various ages. Plan a week's activities so that each person has a definite role. Try to bring children who are not ordinarily sociable into the activity. How might they react to the situation? How does a child's relationship with peers contribute to poor self-concept? A good self-concept? Present your situation to classmates.
	Analyze the effect of peer acceptance on social development by completing the following statements: "But everyone else. . ." "Individuality counts when. . ." "I feel out of place because. . ." Discuss statements and possible effects with classmates.
(2) Family	Complete the following statement: A child's relationship with family members is important to her/his social and emotional development because __________ . Make a class list on the board of all the completing statements. [NOTE TO TEACHER: A transparency on areas of development which families influence is found on p. 341.]
	Make a list of possible types of families. (Examples: Nuclear family, single-parent family, blended family, cooperative family, extended family.) Describe the composition of each. Determine how a child's needs are met in each type. Discuss whether happy people make happy families, or happy families make happy people.
	Divide into four groups according to your position in your family: youngest child, middle child, oldest child, or only child. Discuss the responsibilities and expectations of a child in each of the positions. How do responsibilities vary? What are the advantages and disadvantages of being in each position?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Give examples of relationships that you have observed between children and various relatives. Which of these relationships do you consider desirable and which undesirable? Give reasons for your answers.
	View television shows illustrating family relationships. Show ways in which these relationships may have positive or negative influences on children.
	Observe school-age children. Interpret signs of family influence on social, emotional, and personality development. An example is a gregarious child whose parents entertain frequently.
b. Prejudice and sex stereotyping	Discuss the following statement written on the chalkboard: Prejudice is a predetermined opinion we have about someone, some group of peple, or some thing. How are predetermined opinions developed?
	Give examples of situations you have experienced where someone showed prejudice against a particular child. Apply the following questions to the situation: How could situations of prejudice affect the child's social or emotional development? How could prejudice affect the child's personality?
	Choose a culture other than your own. Use references to cite ways a child's social, emotional, and personality development differ from that of a child's in your own culture. What cultural expectations and traditions would cause these differences? How might these differences promote prejudice against a child from another culture? Analyze social and cultural pressures which contribute to the development of prejudices. Examples: levels of income, religion, rural or urban environment, ethnic group, etc.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Brainstorm to define *sex stereotyping*. Cite situations you have observed that illustrate sex stereotyping of school-age children. [NOTE TO TEACHER: A transparency giving examples of "Culturally Defined Sex Differences" is on p. 343.]
	Collect school-age children's pictures which depict girls and boys engaged in a variety of activities. Separate pictures into two categories: those that illustrate sex stereotyping and those that illustrate non-sex stereotyping roles. Explain how sex role stereotypes develop. Place pictures on bulletin board. Discuss.
	Analyze pictures in two books for young children. Observe the way the role of women and the role of men are treated in each book. How do books influence sex roles in future sex-stereotyping? How are school-age children influenced by these pictures?
c. Self-concept	Read selected references that describe and explain self-concept in school-age children. As a class, discuss the reading and make a definition of *self-concept*. [NOTE TO TEACHER: A transparency on influences on a child's self-concept is found on p. 344.]
	Write two examples of ways parents or caregivers can contribute to a child's self-concept. [NOTE TO TEACHER: Have students write both examples on one side of the card.] Examples: praise child for a task well-done; offer encouragement; give child opportunity to enhance living skills such as dressing himself/herself; treat child with respect. Exchange cards with a classmate. Select one of the examples listed on the card. On the opposite side of the card write an explanation of why that example is important for the development of a postive self-concept. Discuss your answer with classmates. Do they agree with you? Why or why not?
	Choose one of the following activities: (1) Bind one or both arms to side. (2) Bind legs together and walk on crutches. (3) Wear a blindfold or glasses which alter vision. (4) Wear clothing which will change appearance of body build. (5) Wear earmuffs to make hearing difficult. (6) Wear a pair of rubber gloves. After selecting one of the above activities, try to proceed with normal classroom activities. When did you feel inadequate? Explain the circumstances. If the condition was real and permanent, how could it affect a child's self-concept? Would a change in self-concept make it easier to handle such a condition/handicap? How could you bring about a change?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Write a paragraph entitled "A Remembrance of School." Recall any situation which caused you concern or anxiety. [NOTE TO TEACHER: Keep papers anonymous.] Exchange papers. Make certain you do not get your own paper. Read the account. Determine how the situation arose. Point out ways that the situation could have been avoided, if possible. If the situation could not have been avoided, determine ways in which it could have been handled to promote a positive self-concept. Outline guidance you could give a six-year-old ready for school.
	Visit an elementary school during recess or lunch. Observe children to determine differences in motor control and coordination. Determine if a child's self-concept, or confidence, or acceptance by peers appears to be affected by motor abilities. Share your findings with classmates.
4. Needs of exceptional children	View a transparency, film, or listen to a guest speaker on ways children may be exceptional. (See p. 345.) Define *exceptional child.* (An *exceptional child* is one who deviates from the norm physically, mentally, emotionally, or socially.)
	Review the study of heredity and its effects on the child physically, emotionally, and mentally. Cite ways the environment affects the development of children to the degree that they become exceptional. Brainstorm to identify positive and negative environmental influences. Note that some children who were not born mentally, physically, or emotionally handicapped are residents of institutions because of abandonment or severe neglect. Why are gifted children considered exceptional? What special challenges may children in each group pose to their families?
	View films or read publications concerning the needs of physically, emotionally, and mentally handicapped children. Discuss such questions as: What consitutes a physical handicap? How can the physically handicapped child be heped to accept a limitation wih a minimum of emotional conflict? Discuss the same questions for emotionally and mentally handicapped children.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Brainstorm to name physical handicaps you have observed in children. Cite the special needs of physically handicapped children. Discuss possible effects of being physically handicapped. In what ways have physically handicapped persons learned to care for themselves? How may their families have contributed to their self-confidence and independence?

Listen to a specialist in the community discuss guidance and discipline of the emotionally handicapped child, or view a film depicting guidance and discipline of the emotionally handicapped child.

Read current articles on mental disorders. What are common mental disorders? Are these disorders permanent? What treatment is available?

Give examples of mental handicaps. Discuss the needs of children with such mental handicaps.

Read selected newspaper and magazine articles to gain a better understanding of gifted children. From these, identify problems and/or adjustments related to being gifted. Cite needs of gifted children.

Give examples from newspapers, magazines, and television of gifted children. Discuss the unique emotional and social adjustment problems encountered by each child.

Brainstorm to identify reasons gifted children might not make the best grades in school. Discuss.

Analyze the following statement: The gifted owe society the benefit of their abilities. Find facts to support or refute this statement. Share your findings with the class.

Listen to a guest speaker, such as a special education teacher, doctor, or child psychologist, discuss children with special needs.

Research a specific handicap and its limitations, or a characteristic of gifted children and its limitations. Exchange papers. Analyze the needs of a child who is handicapped, or gifted. Share with the class.

Give examples of programs in your local school system which are designed to meet the special needs of physically, emotionally, and mentally handicapped children, and gifted children.

COMPETENCY: *Ability to identify the commitments and demands of child care*

TERMINAL PERFORMANCE OBJECTIVES: *Analyze factors which influence the demands of child care.*

Analyze various methods of discipline and guidance.

Determine factors affecting the child's health and safety.

CONCEPTS

B. Commitments and Demands of Child Care
  1. Demands of child care
    a. Time
    b. Energy

LEARNING AND EVALUATION EXPERIENCES

Brainstorm to list principles of saving time and energy in caring for children. Include planning ahead, combining jobs, and utilizing body mechanics properly. Discuss how the use of time- and energy-saving techniques makes child care easier.

Listen to a panel of parents discuss ways they save time and energy in caring for their children. Include full-time homemakers and dual career parents on the panel. How do their tasks differ? Have you observed your parents or other parents using some of the same time- and energy-saving techniques? Name the time- and energy-saving techniques most commonly used. Discuss the influence of working mothers and dual family roles on time- and energy-saving techniques.

Select one of the following situations: (1) Single parent with a school-age child. (2) Both parents work and have two school-age children. (3) One parent works; the other parent stays home with two school-age children. Make a list of all the duties that must be performed by the parent(s) in order to prepare the parent(s) and the children for one weekday. Plan and schedule duties for the day. Be sure to include time- and energy-saving techniques.

Divide into small groups by the situation chosen. List each individual's duties for the day's agenda on a large piece of butcher paper or poster board. Display for the entire class. Make additions as class discusses. Which duties are related to child care?

Discuss the validity of the following statement: Exceptional children should be given constant care and attention. What effect may this have on the child? On the family? How would the time and energy of the parent(s) be affected?

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Participate in a class project by making a list of activities that a school-age child would likely be involved in during one day. Focus on one certain age, or several ages between 6-11. Label the activities according to age. Indicate which activities would require adult supervision or assistance. Predict the energy level of children at that age. What is the relationship between the caregiver's energy level and the child's? How could energy be conserved and quality care still be provided? What provisions might be necessary if more than one child was cared for?
	Refer to the previous activity in which you listed duties of parents in caring for children. Plan ways to dovetail tasks for the caregiver of children of various ages. What is meant by dovetailing tasks? How are time and energy conserved by dovetailing?
c. Preparation	Interview the parent(s) of school-age children to discover the planning and preparation they do in relation to child care. How did they arrive at a workable plan? Share your findings with classmates.
	Plan to save time and energy as you care for a young child. Put these plans into action and evaluate results. Share the experiences with classmates.
d. Special care	Brainstorm to identify special care techniques which may be necessary when caring for a handicapped child of school age. Discuss how special understanding and guidance is needed. How may the family contribute to the handicapped child's self-confidence and independence? Determine the validity of the following: A handicapped child's image is determined by the attitudes of those around the child.
	Contact the Department of Human Resources in your state to learn what agencies are available to assist with care of handicapped children.
	Visit a nursery school, child care center, or classroom that has handicapped children in attendance. Record the care of the child. If possible, ask the teacher or caregiver for additional information. Analyze the differences in the types of activities the handicapped children are involved in and the amount of time and energy required of the caregiver. Share your findings with classmates.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Listen to a parent discuss the special needs and care of a handicapped school-age child. Possible topics to cover: (1) special care techniques required by the child, (2) agencies which are helpful, and (3) procedures used to secure quality education for the child. How are family members affected by the special care needed for the handicapped child? Discuss the importance of family members cooperating. Do handicapped children need the same discipline and guidance as children without handicaps? Summarize the main points of the speaker.

Listen to an appropriate resource person discuss special care which may be needed by a handicapped child. As a follow-up, outline care needed in a particular situation. [NOTE TO TEACHER: Possible speakers may include social workers, medical personnel, and special education teachers.] From what community resources could families with exceptional children obtain services free or at a reduced price?

Determine resources available in your community for aiding the exceptional child. Include special education programs, March of Dimes, mental health society, health and welfare departments, doctors, and ministers. Point out services provided by each. Use information to develop a *Handbook of Community Resources for Parents of Exceptional Children.*

2. Discipline and guidance
    a. Principles

Read a selected reference on the guidance of school-age children. Cite a definition of *guidance.* Define *direct guidance* and *indirect guidance.* Give examples of each. Summarize by viewing transparencies on direct and indirect methods of guidance. (See pp. 346-347.) How is discipline a positive guidance technique?

Participate in a "popcorn" session to identify the meaning of positive discipline techniques and punishment. How are positive discipline techniques and punishment different? What is the focus?

Discuss the following statement: Discipline is necessary for a person to become happy and well-adjusted.

Differentiate between positive and negative approaches to guidance. Why are positive techniques better?

Look at the transparency, "Logical Consequences vs. Punishment." (See p. 294.) Discuss ways discipline emphasizing the logical consequences of a child's actions differs from punishment.

Distinguish between positive discipline techniques and punishment in a given case situation. How does the focus differ for positive discipline techniques and punishment? Revise situations where punishment was used. Make them examples of positive discipline techniques. What did you do to change the situation?

Use references on discipline. Explain the characteristics of positive discipline. Describe how "good" or acceptable behavior changes between ages 6 and 11. Write a brief report of the explanation and description. Exchange paper with classmates. Summarize the classmate's report. How does discipline change between the ages 6 and 11 in relation to the change in acceptable behavior?

Give examples of environmental factors which influence discipline in children. [NOTE TO TEACHER: Examples may include religious beliefs, education of parents, culture, values of family, age.]

b. Methods

Listen to a panel of teachers, parents, and/or other adults discuss the guidance of school-age children.

Read about the methods of discipline in selected references. Define various methods of discipline and identify characteristics of each. View the transparency on authoritarian, permissive, and democratic methods of discipline. (See p. 293.)

Analyze the methods of discipline and discuss the following questions to determine how each is used. What is the purpose of each? Who makes the decisions in each? What type of adult citizen may each produce?

Give examples of ways parents behave and react while using the different methods of discipline. Make three columns and list the examples in the appropriate column.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide into groups to write situations about a child being disciplined. Groups then exchange situations and determine the type of discipline used in each situation. Report results to class and discuss.
	Examine the term *preventive discipline.* Point out ways that preventive discipline could be used in the situations.
	Role play situations using the different methods of discipline. Use a variety of situations. Reverse roles. Analyze how parents and children feel in their roles. Give reasons why parents use different methods of discipline in different situations. Example: In dangerous situations parents might be forced to use authoritarian methods.
	Observe parental responses to children in the neighborhood, the grocery store, department store, etc. Categorize their approach to child control by one of the three categories. Determine why parents might have used the approach they did.
c. Focus on love	Listen to a panel of parents of school-age children present their ideas on guidance. Possible questions: What form of discipline is most effective for you and your child? For those with more than one child: Do the same methods work with both/all your children? Is it "fair" to treat them differently? How did you decide which methods to use? Do you and your spouse use the same methods? Do you have a system to work out discrepancies? How do the children respond?
	Report (without giving names) unkind behavior toward children you have observed. Should children be treated with less kindness and consideration than peers? Adults?
	Divide into pairs (girl-boy) and pretend you are parents of school-age children. For those who do not wish to be paired, pretend you are a single parent with school-age children. Write a description of the situation you are in and the number and ages of children. Predict how you would decide on a method or methods of discipline. Where would you place the focus of the discipline? On the child, yourself, or end results only?
	Develop a personal philosophy of guidance. Include ways you, as a parent or child care worker, would promote positive, productive behavior in children. Share your philosophy of guidance with classmates.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
d. Results	Observe children in the neighborhood, a school, or day care center. Describe to the class various reactions to the guidance used. How effective was the guidance used? What were the results? Describe how a child reacted to discipline by you, a parent, or a teacher. Do you feel that the child's attitude is healthy or unhealthy? Can you suggest a more effective way to deal with the situation? Recall three times during childhood when you were disciplined by your parents or by a teacher. Was the discipline effective? Why or why not? Role play situations to show the results of inconsistency in discipline. Predict the possible results on the child's later behavior. Mother says, "Yes;" Father says, "No." Parent allows child to "get away" with something one day, but punishes the child for the same offense the next day. Older child was never allowed to stay up late, but younger child is. Why is consistency important? Analyze the activities of groups such as the Scouts to point out how their activities may result in self-discipline. What methods of discipline encourage self-discipline?
3. Protecting the child's health and safety a. Safety	Read articles in current periodicals concerning the safety of school-age children. Using the articles as resources, construct a bulletin board to identify the safety needs of school-age children. Suggested caption: "Open the Door to Safety." List childhood accidents which you remember having as a child. Which accidents seem to be common to children? Check with resources to see if your observations are accurate. Research and discuss the accuracy of the following statement: Some children are accident-prone. What factors may contribute to childhood accidents? Why do boys usually have more accidents than girls? What seems to be the most common cause of childhood accidents? Give examples of common hazards which may cause cuts, burns, and falls. Illustrate these through transparencies or pictures.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Identify ways poisons can harm the body. Did your list include swallowed poisons, poisons on the skin, poisons in the eye, and poisons that are inhaled? Name poisonous substances commonly found in the home. What precautions should be taken to alert school-age children to poisonous substances?

Research in the library houseplants which have poisonous flowers and/or parts. Take notes and share the information with classmates. Combine the information and make a chart for the classroom. Include the name and an illustration of the plant, the poisonous part of the plant, symptoms caused by the poison, and suggested remedies until a doctor or poison control center can be contacted. [NOTE TO TEACHER: A local greenhouse or nursery may let you clip samples of poisonous plants. Seal in clear plastic bags and label with the name of the plant and symptoms of the poisoning. Allow the students to examine in class. Be sure to collect samples before the students leave. Samples will keep under refrigeration.] Were you surprised to find that the poinsettia was a poisonous plant? Have you noticed poisonous plants in homes with young children, doctor or dentist offices, child care centers?

View a filmstrip or a transparency to identify bicycle riding rules which school-age children should understand and follow. (See p. 348.) Why is it important to follow traffic laws while riding a bike? When riding a bicycle, should you ride with the traffic or facing the traffic? Why? Why is it important to give hand signals while riding a bike? When can a traffic ticket be given to a bicycle rider?

Brainstorm to identify safety rules the school-age child should observe when crossing streets, riding a school bus, etc. Why is it important for children to remain seated when the bus is in motion? Discuss the danger of children cutting across street corners, jaywalking, and darting from behind parked cars. Discuss whether the school-age child should be cautioned about talking or getting into cars with strangers.

Compile a booklet or list on safety tips for the school-age child. Share the booklet or list with parents. Did they have additional suggestions?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss the value of alertness and supervision. Give examples of ways alert supervision can prevent accidents without restricting a child's freedom too much.
b. Teaching children safety	Choose a safety practice and write how to explain it to a child. Examples: (1) fire drill procedures, (2) crossing the street, (3) using scissors. Use simple words and examples that children can relate to. Present your idea to classmates. Did they have additional suggestions to make the explanation more effective?
	Utilize your written explanation of a safety practice. [NOTE TO TEACHER: Students might ask permission to present their safety practice to Cub Scouts, Brownies, Bluebird groups, programs at the Y, or elementary school classes.] Work in groups to teach one or more of the safety practices. Ask questions and have the "students" practice the procedures you taught. Did they understand? Why or why not?
	Divide into groups. Develop games (bingo, go fishing, etc.) which children can play to learn safety practices. [NOTE TO TEACHER: These games could be used along with the presentation of practices.]
c. Health habits	Follow the USDA's Daily Food Guide to interpret the nutritional needs of school-age children. How does a child's nutrition affect the child's overall health?
	Review the Daily Food Guide. Prepare a bulletin board that would appeal to children to show them what to eat each day.
	Study references to explore how a child's food needs change at various ages. How do the foods which meet a child's needs change during childhood?
	Use a mobile to illustrate changes in a child's nutritional needs. Show needs of a six-year-old in one color, the needs of a seven-year-old in another color, and so on.
	Display meals, using food models, pictures, or actual foods, which are appropriate and/or inappropriate for a school-age child. Explain factors you considered in selection. Include type of food, nutritional value, digestability, attractiveness. [NOTE TO TEACHER: A transparency on sample meals is on p. 349.]

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Use food models and select a well-balanced day's menu for children. Include snacks.

Demonstrate how a family meal may be changed to meet the needs of children at different ages. Include simple alterations in style of service, time of meal, and menu.

Prepare a report on the basic nutritional needs of a given child. Outline menus and snacks to meet the child's nutritional requirements for a typical day. Determine the style of meal service appropriate for a child of this age. Differentiate between meal patterns of your culture and those used in other cultures. Present your report to classmates.

List foods children enjoy and might eat often. (Examples: hamburgers, hot dogs, French fries, soft drinks, ice cream, etc.) Analyze the nutritive value of each.

Use references for information on the importance of personal hygiene for the school-age child. List hygienic habits school-age children should have established early in life. Why should they continue these habits?

Give examples of hygienic habits you practice daily that you developed as a child. Share with the class.

Illustrate through posters ways to encourage cleanliness habits. Display posters in elementary schools, child care centers, and nurseries.

Work in groups to discover ways to demonstrate to children the importance of: bathing, shampooing hair, brushing teeth, etc. [NOTE TO TEACHER: Students may use felt board, puppets, skits, etc. for the demonstration.] Present your idea to the class. If arrangements can be made, present it to classes in elementary school.

Read in selected references about the sleep habits and needs of school-age children. Discuss the factors which influence sleep habits, such as rest periods, peaceful atmosphere, and environment.

Divide into small groups. Itemize on a chart the amounts of sleep usually needed by children of different ages. Explain your chart to classmates.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Summarize factors which influence good sleep habits. Include privacy, adequate ventilation, and comfortable bed and sleepwear. Discuss the advantages of regular bedtime routines. Why do school-age children need rest? How can you tell that a school-age child is tired?
	Cite childhood diseases/illnesses which you remember having, or that you remember another child having. As a class, make a list to identify those which seem to be most common.
	Draw a slip of paper describing the symptoms of specific childhood diseases/illnesses. Determine what disease/illness is being described and give precautions which should be taken.
	Select and research one or two childhood illnesses. Write a report using the information. Include facts about immunization and other preventive measures. (See transparency, p. 288.) Discuss problems that might affect vision or hearing, or cause other handicaps. Present your report to class in a three- to five-minute presentation. Participate in a round-table discussion of all reports.
	Summarize ways to prevent childhood illnesses/diseases. Include good health habits, inoculation, sanitation, avoidance of exposure, diet.
	Study resources to find examples of diseases which have been eliminated or controlled through use of inoculations. Report your findings to the class.
	View a film on childhood diseases/illnesses. On a chart, list various childhood diseases/illnesses and describe symptoms of each. What cues can you get from the child's eyes, nose, throat, skin?
	Outline steps to take when a child becomes ill. How can you decide when the child can be treated at home, needs to see a doctor, or needs to be taken to a hospital?
d. Health records	Listen to a school nurse explain the importance of accurate health records for children entering school. Discuss why schools usually require health records. What information is required on a health form? Discuss the reasons for regular medical and dental checkups during childhood.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Make a bulletin board illustrating a health record form. Explain the purpose of each part of the form and what a person can tell from looking at the form.
	Fill out a sample health record form for yourself. Distinguish between the reasons a school-age child needs a current health record and the reasons you need to have a current health record available.
4. Child abuse and neglect	Brainstorm in groups to cite definitions of *child abuse* and *neglect.* Report to the class. Compare definitions and develop class definitions.
	Read selected references and list physical and emotional signs that are evidence of child abuse and neglect. Compare your list with the signs of abuse and neglect on the transparency. (See p. 350.)
	Listen to a police officer, physician, social worker, or day care director discuss signs of child abuse.
	Associate various signs of abuse with the type of abuse it depicts, pointing out signs you would look for in identifying the type.
	Name various types of abuse and neglect (physical, sexual, mental, and emotional). Give examples of circumstances that might lead to abuse or neglect. Were the circumstances caused by a child or an adult? Why does child abuse often go unreported?
	Listen to a police officer, nurse, social worker, psychologist, or child advocate discuss the types and causes of child abuse. Why do some parents abuse or neglect their children? What effects may abuse or neglect have on the child during childhood? As an adult?
	Bring to class newspaper clippings and magazine articles that relate to child abuse. Share information from the article with the class.
	Use selected references and identify the laws in your state that deal with child abuse and neglect. What responsibilities do citizens have for reporting child abuse and neglect?

CONCEPTS | LEARNING AND EVALUATION EXPERIENCES

Read selected material on dealing with the emotions of both the abused and abuser. Summarize ways that emotional support can benefit both people.

Determine how each of the following groups is associated with child abuse in some way: social, legal, medical, pscychiatric. How could each serve a child who has been abused? What services do they provide abusive parents?

Compile a list of agencies in your city, state, and nation which could be helpful in a child abuse case.

Listen as a representative of an agency dealing with child abuse explains what help is available and how to obtain it. Summarize your findings in a paragraph.

Examine each agency listed. Find out how to get in contact with the agency and what services they offer. Make a chart of this.

COMPETENCY: *Ability to assess child care alternatives*

TERMINAL PERFORMANCE OBJECTIVES: *Analyze factors relating to an in-family child care center for the school-age child.*

Analyze factors relating to caregiver programs for the school-age child.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Child Care Alternatives 1. In-family care a. Sharing responsibilities	List the types of child care responsibilities that the mother, father, and older siblings might share. Make a class list and discuss. Collect pictures of family situations which would illustrate traditional mother-father roles. Discuss. Using the same pictures, exchange roles. Discuss the effects. Determine ways of dividing of alternating some of the care responsibilities among family members to avoid one person having primary responsibility for the care of the child. Examples: Make charts, timetables, etc. What are the advantages for the child of sharing the responsibilities? For the parent(s)? What are some conditions that would force the members of the family to share the responsibilities?
b. Advantages and disadvantages	Examine a home child care situation as described by the teacher. Point out advantages and disadvantages of a home care situation for the development of the child. Invite parents of various ages to discuss the satisfactions and frustrations of caring for children, as well as the significance of the family on the small child. In what ways does a child grow from the experiences he/she encounters while in contact with family members? How can constant contact from family members be a deterrent to a child's growth? Divide into groups. Pick either advantages or diasdvantages. Write a case study about a family with any number of children. Describe how the family divides responsibilities and how well the system works. Briefly discuss the emotions of each of the family members. Exchange case study with other groups. Read and analyze the situation described. Make suggestions for improving the situation. Determine how advantageous or disadvantageous in-family care of children is in a particular situation.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Caregiver programs for the school-age child a. Needs for child care	Recall the daily activities of school-age children. Make a time chart on the chalkboard to refresh memory if necessary. Brainstorm to identify the child care needs of the school-age child. Examples: school holidays, before and after school, summer holidays. Use references and your knowledge of child care facilities in the area where you live. Give examples of facilities that offer the type of child care needed for school-age children. Note differences in services offered by each. Determine the specific child care needs of a school-age child. What type activities would be most appropriate for physical, social, emotional, and intellectual development? Use a chart-type form to distinguish which activities would be suited to the school-age child. Write the type of development as the heading (social, emotional, etc.). Under the heading describe and explain the activity and point out why it is appropriate. Find pictures in magazines and place on the chart for further illustration.
b. Quality characteristics in caregiver programs	Read selected references concerning characteristics of quality day care facilities. Prepare a list of characteristics of quality day care facilities. Include sanitation, equipment, attitude of employees, atmosphere, activities, and utilization of space. Interview parent(s) or guardian(s) of young children to learn what they look for in choosing a day care center for a school-age child. Is is difficult to find child care centers which will take school-age children during holidays and before and after school? Report your findings to the class. Describe an atmosphere which you feel would meet the needs of a school-age child. Compare your description with those of classmates'. Were the atmospheres described relaxed or tense? Were the people harsh and uncaring, or loving and encouraging? What activities were suggested to encourage physical, social, emotional, and intellectual development of the school-age child? Visit two child care centers which have programs for school-age children, and observe their outdoor play areas. Write a description of each. Describe the setting, size, shape, and equipment provided in each. Identify three things that you feel are well-planned to meet the needs of the school-age child. Share your findings with classmates.

CONCEPTS

c. Effects of participation in caregiver programs on child and family

LEARNING AND EVALUATION EXPERIENCES

Complete the following statements: "When mothers work, children. . ." " When a mother works outside the home, her children must make adjustments such as. . ." "When both parents work outside the home, each family member must. . ." Explain how your responses reflect your attitudes, values, and goals. How is the child(ren)'s lifestyle and development affected?

Read case studies depicting factors influencing a child's adjustment to parental employment. Summarize the types of adjustments made by various children. Discuss the following statement: The amount of time a parent spends with her/his child is much less important than the quality of the time spent together.

Role play a family situation which illustrates both positive and negative interactions. Discuss the need for positive parent-child relationships. Cite activities which may contribute to positive parent-child relationships.

View a television show or movie about working parents. Relate parents' employment to parent-child relationships.

Read articles in periodicals concerning child care problems of employed parents. Compile a class list of problems encountered. Summarize the article in one or two paragraphs. How is the problem handled in the article? What suggestions would you make to solve the problem? Why?

Suggest solutions to problem situations arising when both spouses work outside the home. Who will stay home if a child becomes ill? What can be done when the babysitter is out of town? What may happen if the person who normally picks up the child must work overtime? How can cooperation make all these situations less complicated? Work in groups. Show how each problem can be solved logically and calmly.

List types of parental employment which may affect a child's development. Examples: travel, mobility, hours, work week, shifts, income, and status. Select one of the factors listed. Outline the possible ways that a child's development is affected by that factor. Include positive and negative influences. For the negative aspects, determine ways of minimizing the negative effects on the child. What are the special needs of children with working parents? How can the needs be met?

COMPETENCY: *Ability to summarize community resources which contribute to the education, growth, and development of the school-age child*

TERMINAL PERFORMANCE OBJECTIVES: *Assess community resources providing child care services.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
D. Community Resources	Brainstorm to list resources in your community which contribute to the school-age child's education, growth, and development. [NOTE TO TEACHER: Students should include schools, kindergartens, day care centers, libraries, civic organizations (Scouts, sports), private lessons in music, art, dance, voice, crafts, etc.] Look at the list of local resources contributing to the education, growth, and development of the school-age child. [NOTE TO TEACHER: Secure a large piece of butcher paper in a place so that the entire class can see, and where the paper can be written on easily. Divide the paper into columns and use the areas of development as headings.] List resources in the column which most appropriately describes what type of development each resource contributes to the school-age child. A resouce may be listed in all columns or only one. As you categorize them, explain your choice. Recall that the children's age range is 6-11. Note the differences in the services offered for 6- and 7-year-olds and 10- and 11-year-olds.

COMPETENCY: *Ability to analyze factors related to child care and development career preparation*

TERMINAL PERFORMANCE OBJECTIVES: *Identify quality characteristics of caregiver.*

Analyze factors necessary for establishing a child care facility.

CONCEPTS

E. Child Care and Development Career Preparation
  1. Caregiver knowledge and skills
    a. Quality characteristics of caregiver

LEARNING AND EVALUATION EXPERIENCES

Read in selected references about the characteristics a person should have in order to work successfully with children. List the characteristics, and add your own opinions and ideas about the characteristics. Discuss. How do the characteristics of a caregiver influence success or failure in working with children?

Use a schedule of a child care employee's daily responsibilities to aid in listing the activities, skills, and competencies involved in day care careers. Summarize in a paragraph the skills and competencies needed by child care employees.

Discuss responsibilities associated with entry-level jobs related to child development. What personal characteristics are desirable for these jobs? Consider fondness of children, physical and emotional health, moral standards, competence, dependability, and attitude. Why are these personal characteristics similar to those desirable for any employees? Why is responsibility important for employability? How may you develop responsibility within yourself?

Select an example of a semiprofessional or skilled job in child development. Associate with the job personal characteristics that may be desirable for it. (Examples: patience, understanding, knowledge of child development patterns.)

Explain in your own words the importance of child care employees. How may their personal qualities affect the children they care for?

Interview an employer in a child care facility. Determine characteristics he/she desires in employees. Analyze whether you possess those characteristics. How can you attain others?

Prepare a bulletin board which portrays the personal characteristics needed by a child care worker.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

b. Public relations

Define *public relations.* Give examples.

Brainstorm to identify the effects public relations may have on a child care facility. Can public relations have a negative effect on the facility? Explain. List the forms of public relations. Is *word-of-mouth* an effective form of public relations? Why or why not?

Select from the phone book a child care facility. It may be a home child care center or a day care center. Drive by the facility and observe its appearance. Report to class. Would you consider this facility for your child, judging from the outward appearance? What inside appearance would you expect? What are the advantages and disadvantages of making a decision about a facility using only the outside appearance? What other information is necessary? What is the role of the outside appearance of a facility in attracting patrons?

Pretend you have moved to a new town or city. You are a parent with children and are searching for a child care facility. Describe the problems you would encounter. Explain how you would conduct your search. Who could you ask for help? What questions would you ask a child care worker to get an idea of how the child care facility operated? [NOTE TO TEACHER: Some possible questions parents may have: Is the center licensed? What activities and arrangements are there for the school-age child? How many school-age children are at the facility? Are conditions safe, clean, and adequate? Is there a pleasant and comfortable atmosphere? Are health records kept of employees and children? What plans are made for children who are ill at school? etc.]

Discuss how welcoming visitors, such as parents, students, administrators, and interested community persons can be a link to positive public relations. Do all employees of the child facility represent the facility to the general public? Does openness in employees indicate the validity of the program? Explain.

Pretend you are a child care worker and have encountered the previously depicted parent who is searching for a care facility. Predict how you would respond to questions that might be asked and how you would encourage that parent to use your facility.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Locate several ads for child care facilities. Analyze the ads to determine: (1) if sufficient information is presented; (2) if the ad is appealing and eye-catching. Outline the good and bad impressions that you formed about the facility just by examining the ad. Are these ads examples of public relations techniques? Explain. Share your ideas with classmates.
	Design an ad for the yellow pages of the telephone book, or a newspaper, presenting outstanding features of a child care facility—either a home care child center or a day care center. Include sufficient descriptive information and use an appealing design or format. Visit with a director or supervisor of a child care facility for extra ideas if possible. Exhibit all ads and discuss with classmates.
c. Relationships with parents or guardians	Brainstorm ways a child care facility might foster good public relations with parents or guardians of children. Formulate ideas into a set of rules. Write rules on a poster to display in class. Possible rules: (1) Get acquainted. (2) Listen to them. (3) Accept without bias, judgment, or evaluation. (4) Involve parents and guardians in activities and use them as resources. (5) Schedule periodic individual conferences. (6) Plan group meetings of parents and guardians. (7) Encourage parents/guardians to become active in policy-making and legislation affecting children. Discuss rules with classmates.
	Role play a parent making inquiries about day care, enrolling child, etc. Discover concerns and feelings a parent or guardian might experience. Devise methods to dispell concerns and fears they might have.
d. Guiding children's development	Discuss reasons children need guidance. Did your reasons include safety, physical and emotional health, social development, self-concept, and self-control?
	Brainstorm to identify goals of long-term and short-term guidance. Summarize by viewing transparencies on long-term and short-term guidance. (See pp. 351-352.)
	Develop a list of things to keep in mind when guiding school-age children. Use references to aid you. Compare your list with the items listed on the transparency, "Guidance Methods With Young Children." (See p. 353.)

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Categorize direct guidance techniques as physical, verbal, or affective. Why are all three types of guidance important?
	Observe a parent, caregiver, or teacher guiding a school-age child. What direct guidance techniques were used? Which seemed to be the most effective? Explain.
	Observe a school-age child in a school, home, or day care setting. How were equipment and supplies arranged to make it hard or easy for the child to behave appropriately? Did events appear to be sequenced or scheduled? How are arrangement and scheduling used to guide children indirectly?
	Complete the following statements to show appropriate guidance for each situation. A child who never finishes eating should. . . A child who throws temper tantrums should. . . A child who bites his/her fingernails should. . A child who sucks her/his thumb should. . .
	Examine the following to point out weaknesses in verbal guidance: "Would you like to come join the circle with the rest of us?" "Would you like to put on your coat to go outside?" "Will you put your toys away soon?" "Are you ready to go to bed?"
	Divide into small groups and read statements concerning child guidance. Discuss the statement and, as a group, decide whether you agree or disagree. [NOTE TO TEACHER: Prepare statements for the students to use. Examples: (1) You can never have too many limits on a child. (2) A caregiver's personal behavior is an important factor in guiding children. (3) Using the type of guidance on children that your parents used on you is a good rule for guiding your children.] Outline your reasons for agreeing or disagreeing. Point out positive and negative results. Indicate how direct or indirect guidance could influence you to change a negative result to a positive one. Present your group's report to the other groups. Do they agree or disagree with the report?
2. Establishing a child care facility a. Community needs	List factors that should be considered before establishing a child care facility. Why should you consider the needs of the community? Discuss the positive and/or negative considerations of each factor listed. How could these factors influence your decision about child care career development?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a day care director discuss reasons parents secure day care services for their children. Give examples of ways your community meets the needs of parents seeking child care. What are other ways the needs could be met?
	Research the needs of the community, area, state, or nation concerning child care facilities. Contact the U.S. Department of Health and Human Services, Department of Human Resources, or local agencies. Determine the extent of need for child care facilities and current trends. Based on the needs and current trends, what career opportunities are available? How could you get a child care job? What advancements are possible? If formal training is a requirement, where can you get the training?
b. Procedures	Use references and guidebooks to identify the procedures for starting a child care facility. Do zoning regulations affect home child care centers? Make a chart illustrating the steps involved. [NOTE TO TEACHER: Steps should include: Locating a suitable site, applying for a permit of occupancy, meeting local and state requirements for a license to operate, securing a license.] List other factors such as Social Security insurance, tax regulations, etc., which are necessary.
	Listen to a personnel supervisor speak on staffing. Discuss. What must be considered when staffing a child care facility? How do you determine the needs for staffing? Summarize the factors to consider when staffing. (This can be used as a reference guide later.)
	Divide into groups. Each group will read a section of the minimum standards of your state for child care facilities. Present the information to the class.
	Apply the information given by the groups to questions drawn from a box concerning the minimum standards. [NOTE TO TEACHER: Examples: What agency sets the minimum standards? What are the qualifications for a child care director? What are the standards for the building, grounds, or equipment? What are the admission policies in group day care?] Construct a bulletin board showing this information.
	Divide into groups. Plan either a home child care center or a day care center for a specified number of children. Use catalogs to locate and price equipment for purchase. Plan a daily schedule. List workers and their responsibilities. Present your plan to other groups.

SEMESTER COURSE
CHILD DEVELOPMENT

COMPETENCY: *Ability to prepare for parenthood*

TERMINAL PERFORMANCE OBJECTIVES: *Analyze adjustments required by parenthood.*

Point out factors to consider when planning and preparing for parenthood.

Examine the costs of having a child.

Analyze emotional considerations in preparing for parenthood.

CONCEPTS

I. Preparing for Parenthood
   A. Tasks and responsibilities of parents

LEARNING AND EVALUATION EXPERIENCES

Discuss the implications of adding a child to the family. Identify the new infant's needs which may necessitate adjustments in family routines. Give examples of changes which may occur in roles and schedules of family members with the addition of a child.

Analyze a case situation describing how a given family manages its daily routine, time, energy, and money related to the new infant. Did the daily routine meet the needs of all family members? Was time available for all necessary tasks? Were any tasks left undone? Why? How were tasks divided among family members? What energy-saving techniques were used? Was the family able to meet its needs within its budget? What problems were encountered? How were they solved? Propose ways the family might improve its management to meet better the needs of all family members.

Discuss situations involving families of different compositions, such as a young working couple with no children, a one-child family with working parents, a three-child family with a working father. Predict necessary adjustments to the addition of a child in each situation. Show how tasks and responsibilities would be similar and different.

Work in groups to study situations involving several families with different lifestyles. Determine changes each may have to make when an infant is added to each family.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Propose various alternatives which you feel would enable the previous families to adjust their lifestyles to fit the needs of family members after an infant is added to the family.
B. Consumer considerations	View transparencies of expenses involved with a child. (See pp. 320-324.) Make a list of financial expenditures related to preparation for a new baby. Consider costs of housing, clothing, prenatal care, food, etc.
	Describe all facets of financial considerations necessitated by parenthood. How can the various expenses be met? How may spending plans be altered to meet increased costs in some areas? How can some items be obtained less expensively? What substitutions might be made if necessary?
	Divide into four groups representing families in different financial situations. Study current spending plans of each family. Propose changes to meet the cost of having a new baby. Present your situations and suggestions to the class. Discuss.
1. Essentials for baby a. Layette	View transparencies summarizing "Expenses of Having a Child" and "Essentials for Baby." (See pp. 320-323.) List the kinds of expenses parents may expect in providing for a new child.
	Define *layette* on the chalkboard. Look up the word layette in the dictionary to check its meaning. View a display of items in a baby's layette.
	Interview young parents to learn which clothing items they feel are the most and least useful for infants. List the items the parents felt were essential and the quantity they would recommend. What factors might influence the number of garments needed for an infant? From what sources did the parents obtain the layette?
	Borrow handmade baby clothes to share with the class as examples of ways young parents can save money on a baby's layette. How long did it take to make each item? How much did it cost to make each item? How much would it have cost to buy the item?
	Give examples of ways parents can cut the expenses of a layette for their first child. Some examples include: making items, purchasing items at secondhand sales, borrowing from a friend, etc.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Interview handicapped parents to find out what problems they had in obtaining baby clothes which were easy to handle. Which garments did each feel were easiest to handle? What adaptations were made in garments? Which garments could not be adapted? Which fabrics are quick to dry? easiest to handle? How can the need for ties and small buttons be eliminated?

Obtain information on the cost of using a diaper service, disposable diapers, or cloth diapers. Estimate the cost of using each method until the child is toilet trained. Give examples of instances when the use of each may be advantageous. Discuss the disadvantages of each method.

Locate magazine or newspaper advertisements for infants' clothes. Estimate quality, durability, construction, and safety.

Work in groups to select items which might be included in an infant's layette. Take a field trip to a specialty store, a department store, and a discount store, or obtain prices from mail-order catalogs. For each item on the list, determine the range of prices at which the item is available. Write a description and list features, quality, and cost of the least expensive, medium-priced, and higher-priced item available at each store. Decide which items are the best buys in terms of quality and price. Report your findings to the class. Point out ways costs could be cut further. Would cutting cost reduce the quality? the usefulness? Evaluate your selections.

b. Sleep equipment and bedding

Brainstorm to identify the equipment and supplies needed for a baby's sleeping comfort. List the items on the chalkboard. Divide items into the following categories: essential, nice to have, luxury. Identify safety precautions for infant's bedding.

Summarize safety features to consider in selecting an infant's bassinet, crib, playpen, and bedding. Examples: proper spacing of rungs; nontoxic paint; sturdy, close-fitting, waterproof mattress. Why should you avoid using a plastic bag over the mattress?

Find examples of ways to make your own items or to purchase them at bargain prices. Share these with the class. [NOTE TO TEACHER: This activity could be adapted to a display, a group project, or a home experience project.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Obtain prices for equipment and supplies needed for a baby's sleeping comfort. Compute the average costs of bedding essentials. Is a bassinet a necessity or a luxury? Why?
	Choose one piece of bedding equipment and devise a way to obtain the item at a cost that is less than what you could purchase it new. Give the total cost of your item. Some examples include: making a quilt, finding a rummage sale item, buying on special.
	Interview a handicapped parent or get permission to visit the home to learn what special considerations the parent's handicap created in selecting sleep equipment. Which of the following criteria were important: adjustable height, ease of moving, easily manipulated controls, promotion of child's independence, safety for mother and child?
c. Feeding equipment and supplies	Brainstorm to identify the feeding equipment and supplies needed by an infant. List the items on the chalkboard. Compare the class list with several references. Add any items not on the list.
	Give examples of ways that feeding utensils and supplies would vary according to the type of feeding chosen (*i.e.,* breast or bottle).
	Prepare a display of different types of feeding equipment. Include the cost of each with the display. Some examples include: glass bottles, throwaway bottles, nipples, measuring cups, What special feeding equipment might be needed by a nursing mother? A handicapped child? A handicapped parent?
	Using the prepared display, point out reasons for or against using each type of feeding utensil or supply. Include practicality, cost, how necessary the item is, and any other considerations.
d. Bath equipment and supplies	View pictures of equipment and supplies needed for an infant's bath. Make a list of the supplies and equipment. Categorize each item as essential, nice to have, or luxury. Which items would work for a parent in a wheelchair? with limited arm use?
	Identify safety features to consider when purchasing bath items. Make a list of the safety features needed in bath items.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Give examples of items parents might have on hand that could be substituted for special bath items. Some examples include: plastic washtub rather than baby's bathtub, using a tabletop rather than a bathing table. Which items cost more?
	View a display of items in which a baby could be bathed. Divide into groups; then use each item to bathe a doll as if it were a baby. Examples: sink, washtub, various baby bathtubs, etc. Analyze each item used to bathe the doll for practicality and cost. Examine each item for safety features. Compare the cost, ease of use, and safety of each item used to bathe the dolls. Under what conditions would each item be the best choice? What are the advantages and disadvantages of each item? Could the item be used for functions other than bathing a baby?
	Invite a parent to class to demonstrate bathing an infant child. Ask questions.
e. Diapering equipment	Look through mail-order catalogs to identify the types of diapering equipment available. Summarize the features available for each. What type diaper pail would be easiest for a handicapped parent to handle?
	Study resources to identify factors to consider when selecting toileting equipment. Share your findings with the class.
f. Safety equipment	Study mail-order catalogs and safety articles to identify features to look for in infant seats and car seats. Discuss your findings with classmates.
	Develop a check list for using infant seats and car seats safely. [NOTE TO TEACHER: *Consumer Reports* magazine is an excellent resource for this.]
g. Space	Identify characteristics that you feel are essential for a baby's space. How can a baby's space needs be met in a separate room, in a room shared with a sibling, in the parents' room, in a room which must serve several purposes?
	Interview a family with an infant. How did the family provide space for the infant? What changes were made in the space to meet the baby's needs? What colors were used? What equipment was purchased new? What items were obtained used? What items were made? How much did providing space for the baby cost?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Use catalog and magazine pictures for examples of storage facilities, furnishings, and play equipment which may be needed when an infant is added to the family.
	Find examples of children's rooms which you feel met the space needs of the infant. Select the example which you feel would best meet an infant's needs. Explain the reasons for your selection to the class.
	Point out ways to alter housing to meet the needs of an infant. For example: a one-bedroom apartment, a one-closet apartment, a house with inadequate temperature control.
	Interview a handicapped parent to learn how a baby's room can be arranged to allow free movement of wheelchairs or wheeled carts. How can equipment be arranged for easy work flow and no lifting? How can storage needs be met? How can comfortable work heights be provided? How can cleaning be facilitated? Will special equipment be chosen or equipment adapted?
	Develop a plan for a nursery that uses a room or part of a room that would be within a limited budget for a young couple. Evaluate your room plan as to practicality, cost, usability, and appearance. What changes would you make if you were to adapt your plan? What provisions did you make so that the space could grow with the child?
2. Maternity clothes	List physical changes during pregnancy that affect clothing selection, such as enlargement of breasts, gain in weight, change in shape, possibility of swollen legs and feet. Why may it be necessary to buy new foundation garments?
	Interview an expectant mother to learn what clothing purchases she found necessary during her pregnancy. How much did the expectant mother spend? From what sources did she obtain items for her maternity wardrobe? Share your findings with your class.
	Cite necessary items for a basic maternity wardrobe. Discuss how clothing needs may vary according to activities, climate, seasons, and lifestyle.
	Identify considerations in selecting a maternity wardrobe, such as cost, ability to make clothes, ease of care, comfort, adaptability for later use, and expansibility.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Search pattern books, catalogs, and magazines to find examples of various types of maternity apparel. Suggest possible substitutes from a regular wardrobe. How may maternity garments be altered for use after the baby's birth?
	Discuss changes in a basic maternity wardrobe which may be necessary if the expectant mother works.
	Discuss the following statements as they pertain to the time women begin wearing maternity clothes: (1) "My sister didn't wear maternity clothes until the seventh month. Here I am wearing them in the third month." (2) "I just don't feel right in my other clothes." (3) "Now everyone will know for sure."
	View pictures of maternity clothing or the actual garments. Point out ways the clothes allow for physical changes during the pregnancy. Are the garments styled attractively? How could each garment be remade for use after pregnancy?
	Using a list of necessary items for a maternity wardrobe, compute the cost. Find the cost of purchasing each item new.
	Develop a plan for cutting costs on a maternity wardrobe. Suggestions could include: remaking items, borrowing items, buying sale items, buying secondhand items, sewing at home. Recompute the cost of the wardrobe using these suggestions. How much do you estimate could be saved?
	Compare the cost of buying maternity clothes at a maternity shop with the following: homemade items, secondhand items, department store items, and sale items. Is there a difference in quality of items? Do you feel a large price difference is justified?
3. Medical expenses a. Pregnancy and delivery	Interview young parents to learn how much it costs to have a child. How much did the couple spend on medical expenses? How much did they pay the physician or clinic? How much did they pay the hospital? What services were provided by each? What additional medical expenses were incurred, such as lab work, or prescriptions? Were part or all of these expenses covered by

insurance? How did the young couple adjust their spending to meet the costs of having their child? Share the findings of your interview with the class. Can you think of other ways young couples can meet the costs of having a child? How did costs vary among different physicians, clinics, and hospitals? How do costs vary according to the size of the community?

Read a current article on the cost of having a child. How did unexpected expenses incurred by these couples' experiences compare with the average costs given in the article?

Point out differences in costs and services. What additional costs might be necessary? What are the advantages and disadvantages of using an obstetrician, a general practitioner, a clinic?

b. Insurance

Listen as an insurance representative describes insurance coverage that relates to pregnancy and delivery. Read the policy. Do you understand the terms used?

Talk with couples who have had babies recently. Ask them if they had insurance covering pregnancy and childbirth, the coverage, and any problems encountered. Do the couples feel that insurance is essential, desirable, or unnecessary? Why?

4. Expenses during childhood

Brainstorm to list as many regular and irregular expenses as you can from childhood. Take your list to your parent or guardian to review. Record any additional expenses your parent or guardian named. Share your findings with your class.

Read recent articles estimating the cost of raising a child. What expenses were included in estimating the cost of childrearing? Does the cost of raising a child vary according to the income of the parents? [NOTE TO TEACHER: Use the transparency on p. 324 to summarize the "Costs of Raising a Child."]

Develop a life line of necessary expenses for a child from birth through college age. What new expenses were added at each age? What expenses increase with age? What expenses decrease with age? What one-time expenses were included? Could some expenses be expected to vary with age? What alternative might enable the family to reduce the cost of raising a child?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Evaluate the accuracy and usability of the life line. Do you feel it shows the real expense of raising a child? Describe some other cost plans which could be used to guide saving and spending patterns. Brainstorm to list medical expenses that might be incurred during childhood. Include regular care as well as illnesses and accidents. Interview a parent to learn what kinds of health care expenses the family has incurred with its child(ren). Which expenses were planned? unplanned? Which expenses were covered by insurance? What percent of the expense was covered by insurance? Did community services help with any of the expenses?
5. Child care expenses	Listen to a panel of parents describe times they have needed child care services, the alternatives they considered, their choices, the reasons for their choices, and the cost of child care. [NOTE TO TEACHER: Include parents who use only occasional babysitters, who use relatives, who trade child care with friends, who use a family day home or group day home, who use a day care facility, or who pay someone for child care in the family's own home.] How do the costs of child care vary? What are some advantages and disadvantages of each type of care? What do the parents see as advantages and disadvantages? Use a local telephone book and classified newspaper ads to make a list of child care facilities available in the area. Add to this list any facilities you know of not already mentioned. What types of care are available? Are all of the facilities licensed? What licensing requirements must be met by each type of facility? Listen to a day care licensing representative from the Department of Human Resources describe the licensing requirements which must be met by different types of child care facilities. What should a parent look for when selecting child care services? Give examples of ways in which local agencies and organizations provide child care in your community. Examples: Mothers Day Out programs, temporary care services, Head Start programs.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Survey local child care facilities to determine the cost of care for an infant, a two-year old, a five-year-old, and after-school care for a first-grader. Share your findings with classmates.

Propose a plan for a babysitting co-op in your neighborhood. How might this be beneficial? [NOTE TO TEACHER: A babysitting co-op is an organized plan on a continual basis for entertaining and training children. A babysitting co-op might provide that alternating parents be responsible one morning or day each week for caring for members' children. The babysitting co-op might use coupons to keep track of casual babysitting exchanged among members.]

Develop a check list for evaluating a child care facility. Study references, recent articles, and information from the Department of Human Resources to obtain information for developing the check list. Ask parents to read the check list and tell you how important each item is in their opinion.

Compare the cost and quality of the child care provided by five different facilities. Use printed brochures or other information from the facilities, personal interviews of parents with children in the facility, and interviews with the director or teachers in the facility. Try comparing similar facilities in communities of different sizes. Is there a difference?

C. Emotional considerations
  1. Effect(s) on relationship(s) with partner

Review the factors to consider when planning a family, including age, income, size of family, health, special needs of family members, and other factors. Discuss ways the addition of a child affects or is affected by each of these factors. How might changes related to each factor affect the parents' relationships with each other?

Give examples to illustrate how maturity, marital happiness, desire for children, and knowledge of prenatal development influence emotional preparation for parenthood.

Discuss the interrelationships of maturity, marital happiness, desire for children, and knowledge of prenatal development and emotional stability during pregnancy.

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study case situations such as the following and determine whether each couple is ready to have a child: (1) Husband, age 17, wife, age 15. (2) Couple has been married six months, Husband uses speed. Wife smokes marijuana with him, but does not use speed. (3) Wife had mononucleosis two years ago and has been anemic since. Result has been susceptibility to colds and flu. She has improved, but is still slightly anemic. Her doctor has urged her to eat three balanced meals and get plenty of rest, but she just has too many things to do. How can each couple be better prepared?
	Use situations such as the following to analyze reasons couples portrayed may not be ready emotionally for parenthood. (1) Barbie and Ken let their parents make their major decisions. (2) Jack and Jane have little knowledge of household management. (3) Bill and Suzanne are both self-centered. (4) Jim has a jealous and possessive attitude toward Helen. Explain what you think might happen if these couples decide to have children. How do couples know if they are ready? Is any couple completely prepared?
2. Effect(s) of relationship(s) with other family members	Read articles or view films or filmstrips on the psychological aspects of pregnancy. Discuss psychological adjustments the father may have to make during the wife's pregnancy. What are some adjustments children in the family have to make?
	Read selected references concerning factors affecting sibling relationships. Why may a child have difficulty adjusting to a new child? How can parents assist a child in adjusting positively to a new baby?
	Interview parents with two or more children to learn how they introduced their child or children to a new baby. What problems did older children have in adjusting to the new baby? What efforts did the parents make to help the child(ren) work through feelings and concerns?
	Examine a child's book about the coming of a new baby. Point out possible changes and adjustments for other children in the family. List ways parents and others could help prepare a small child for a new baby in the family. Role play some of the best ideas.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Analyze the possible effects having a child may have on your relationship with your immediate family. Ask several young parents to describe ways they feel their relationships with their mother, father, and siblings changed as a result of their having a child. What problems may young parents encounter in dealing with grandparents? How did the couple's brothers and sisters react to their sibling having a child? View television shows illustrating extended family relationships. Role play to show ways in which these relationships may have positive or negative influences on the decision to have a child.
3. Effect(s) on relationship(s) with friends	Give examples of activities that a couple might not be able to continue because of a child. Explain how this could affect the relationship they have with their friends. Think of your parents' friends and select one who is special to you and/or one whom you dislike. Examine the relationship(s) and discover reasons for your feelings. How might your current friends be most apt to affect your future children? Analyze incidental learning in relation to your parents' friends. What have you learned from them? Do you think they would be surprised at what you learned from them? Make a list of activities that families and their friends can participate in together. How can young children be included in the plans? How much would each activity cost? Do you think all members of the families would enjoy the activity? How would the ages of children influence the activities selected? Compare the amount of time a childless couple might be able to spend with friends to the amount of time a couple with an infant might be able to spend with friends. How might children influence the amount of time available for being with friends? How might children change your relationship with friends?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
4. Effects of the community	Write a paper describing the communities in which you have lived. How are they similar? How are they different? What are some advantages and disadvantages of each? Are the same community services offered in each? What do you feel influenced you most in each place you have lived? How do communities differ in their acceptance of children? How do neighborhoods differ?
	Identify educational programs on family planning that are available in your community. Use the telephone book and newspaper as guides. Summarize the types of information available from each source.
	Study a definition of *social institutions.* List social institutions to which children in your community are exposed. Include such institutions as day care center, schools, youth organizations, etc.
	Give examples of ways social institutions have influenced you. Discuss ways social institutions may influence a child's later development.
	Bring a newspaper article that illustrates a social institution that is involved with children. Share the article with the class. (Examples might include schools, churches, community centers, etc.)
	Examine your own life looking at one particular institution's influence on you. Point out ways that you feel that institution has affected you.

COMPETENCY: *Ability to provide prenatal and postnatal care for mother and child*

TERMINAL PERFORMANCE OBJECTIVES:

Analyze factors which contribute to the well-being of the mother and unborn child.

Appraise principles of prenatal and neonatal development.

Evaluate prenatal and postpartum/neonatal care of the mother and child.

Assess care of the infant.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
II. Providing Prenatal and Postnatal Care A. Prenatal development	View charts, a film, filmstrip, or transparencies illustrating the reproductive systems. List on the chalkboard the terms related to human reproduction. Define the terms using reference books when necessary.
	Describe the function of each reproductive organ after identifying it on an unlabeled diagram. When does fertilization occur? What happens to the egg after it is fertilized?
	Use dictionaries, reference books, or textbooks to find a definition of *prenatal development.*
	Read through the definition of *prenatal development* given on the board. [NOTE TO TEACHER: Prenatal development is defined as the growth of an infant which occurs *before* birth.]
1. Stages	Study information in selected references on the stages of prenatal development. List the three stages of prenatal development. [NOTE TO TEACHER: The three stages are the ovum (first two weeks), the embryo (next six weeks), and the fetus (ninth week until birth). Use the transparencies on prenatal development to illustrate the stages of prenatal development. (See pp. 312-314.]
	Make a chart illustrating the prenatal development stages. Make a list of changes that occur at each stage.
	View a film showing the development occurring in each stage of prenatal development. Explain why it is helpful to know the stages of prenatal development and the growth occurring in each stage.

Point out on the chart of prenatal stages each stage of physical development. Determine the stage of development when the most growth occurs. What stage(s) are most susceptible to outside influences such as diet and activity of the mother?

Write a statement that is either fact or myth concerning a stage of prenatal development. Exchange the statement with a classmates. Examine your classmate's statement and determine whether it is fact or myth. Discuss as a class.

Rewrite the myth statements in the previous experience modifying them to facts about prenatal development.

2. Effects on mother
   a. Signs

Read from selected references to determine signs of pregnancy. List common signs of pregnancy. [NOTE TO TEACHER: The transparency on p. 317 summarizes signs of pregnancy.]

View transparencies, films, filmstrips, charts, diagrams, or pamphlets illustrating physical changes which occur during pregnancy. Make a class list of changes which occur, such as enlargement of breasts, changes in positions of organs, change in posture. [NOTE TO TEACHER: The transparency on p. 314 shows both stages of prenatal development and physical changes which occur in the mother during pregnancy.]

Give examples of cases where women have not realized they were pregnant until near delivery time. Determine factors that may have contributed to the failure of these women to recognize their pregnancies.

Write questions suitable for an interview with mothers or expectant mothers concerning the signs of pregnancy. Organize these into interview form.

Interview mothers or expectant mothers to determine signs of pregnancy which they first noticed. Compare the similarities and differences in signs experienced. Why are experiences different in some cases?

Make a timetable or calendar showing when various signs or pregnancy will be noticed, times the expectant mother should visit the doctor and the types examination she might expect at each visit, the times at which

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	various physical dangers occur in the mother, when trouble signs are likely to occur, the normal amount of weight gain at various points, when various types of exercise should begin, when different activities may need to be adjusted.
	View a transparency showing how to calculate date of birth. (See p. 315.) Calculate the approximate birth date of a baby using today's date as the first day of the last normal menstrual period.
b. Discomfort/ danger signs	Give examples of common physical discomfort often experienced during pregnancy. Describe ways to minimize these.
	Brainstorm and use references to identify trouble signs which may occur during pregnancy. [NOTE TO TEACHER: A transparency on complications during pregnancy lists conditions to watch for. See p. 319.] Define *high-risk pregnancy.* What conditions can be detected by amniocentesis? List these on a poster. What may be the result of a problem pregnancy?
	Analyze the trouble signs listed on the poster. Determine the urgency of each sign and whether it should be reported to a doctor. Summarize the possible results of ignoring trouble signs during pregnancy.
B. Contributions of parents to prenatal development 1. Heredity/environment	Find definitions of *heredity* and *environment* in selected references. How are heredity and enviornment different? How are they related?
	Use examples to illustrate differences in people due to heredity and environment. Examples: heredity (color of eyes, body build), environment (language, values).
a. Influences of heredity and environment	Illustrate through a bulletin board the effects of heredity and environment on human development. Depict a balance scale with a child in the center. Write the word *heredity* on one side and *environment* on the other. List the effects under the appropriate heading. Include the mother's environment as well as that of the unborn child's.
	Read research studies of heredity, such as those done by Mendel.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss "Heredity determines an individual's potential."
	Describe ways that ignorance may cause unnecessary fears concerning the effects of heredity and environment on the unborn child. Share instances with which you are familiar with your class. Examples: birthmarks, talents, who's responsible for the sex of the child.
	Analyze some laws of genetics in order to determine how and what inherited characteristics affect the unborn child. How can factual knowledge of inherited characteristics help to erase irrational fears during pregnancy? What fears of the environment come during pregnancy? How can these be resolved?
	Draw your family tree for relatives as far back as you have information. Under the name of each person on the tree write the following information: date of birth, eye and hair color, body build, and known diseases and disabilities. Identify characteristics which you may have inherited from your ancestors.
	View a film or filmstrip on the effects of heredity and environment on the infant.
	Discuss distinction between genetically and environmentally caused characteristics. Examples: Children who are brain-damaged at birth.
b. Hereditary defects/diseases	Use selected references and make a chart of the most common hereditary defects and diseases. The chart should include: name of disease/defect; genetic contributor; prevention/cure/control; and long-term/short-term effect. [NOTE TO TEACHER: The March of Dimes is an excellent source of information on hereditary diseases and defects.]
	Choose a hereditary genetic defect or disease. Analyze the defect or disease. Associate it with causes, cures, treatments, effects, and current research. Report this to the class.
c. Genetic counseling	Discuss what is meant by *genetic counseling*. Define genetic counseling.

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Read from selected references to gain a better understanding of genetic counseling. Who might need genetic counseling? What services do genetic counselors provide? Give examples of hereditary diseases and defects which may be prevented, controlled, or anticipated through genetic counseling.

Listen as a resource person describes genetic counseling and explains its use. Explain how a young couple preparing for parenthood might benefit from genetic counseling.

Investigate your community or area to determine whether resources for genetic counseling are available. What is required in order to receive genetic counseling services?

2. Critical influences on development
   a. Age of mother

View a transparency on "Critical Influences on Development" to identify factors which influence prenatal development. (See p. 316.) Summarize the factors listed.

Find a definition of *puberty*. Identify the physical changes for girls and boys when they reach puberty. At what age do you reach puberty? Is physical maturity the same thing as puberty?

View a transparency on "Ingredients of Prenatal Care." (See p. 318.) What do prospective parents need to be aware of?

Invite a community resource person to discuss the possible effects on the mother's health and well-being if she becomes pregnant before reach physical maturity. Summarize the possible effects presented.

Read from periodicals or references about the effect of age on pregnancy. List possible complications, such as trouble-some pregnancy, difficult delivery, Downs Syndrome. Which complications are more common in younger mothers? In older mothers? Predict possible consequences to the baby's well-being if the mother is physically immature.

Determine possible physical and psychological consequences for older and younger mothers. Compare the problems a younger or older mother may experience with those of a mother of peak childbearing age. Weigh the consequences of pregnancy at the critical ages.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Diet	Cite ways nutritional needs of an expectant mother change during pregnancy. Are there foods not recommended for a pregnant woman?
	Discuss the validity of the statement: "During pregnancy you are eating for two."
	Predict the possible effects of too much weight gain or too little weight gain on the health of an unborn child. Examples: Ease of delivery, possibility of toxemia, or other complications.
	Use references to determine the total number of calories needed to support the developing embryo/fetus. Outline the currently recommended weight gain and how that weight is distributed to the mother, baby, and support systems. Why have weight gain recommendations changed over the years?
	Develop a one-day menu plan for an expectant mother. Be sure sufficient calories, vitamins, and minerals are included to meet the needs of the mother and the developing child.
	Modify the one-day menu plan you developed to fit the needs of a 15-year-old expectant mother and the developing child. Did you find it difficult to meet the needs of the younger mother and her developing child? Exchange menu plans with a classmate. Critique your classmate's menu plan. Give suggestions for improvement. Ask your teacher to critique your menu plans and make suggestions for improvement. Analyze your own eating habits using the Daily Food Guide. Develop a plan for improving your diet as a means of preparing for parenthood.
c. Health care	Invite a resource person to explain the importance of medical care early in pregnancy. What are the possible consequences of failure to secure medical care early in pregnancy? [NOTE TO TEACHER: Possible resource persons might include a physician, nurse, or dietitian.]
	Identify factors which may influence the type of medical care used during pregnancy. Include proximity and quality of medical facilities, cost and reputation of doctor, and the values of the prospective parents.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Explain what will take place at the first examination of the expectant mother. Examination may include blood pressure, weight, lungs, pelvis, abdomen, breasts, feet, teeth, and urine. How may these examinations aid the doctor in caring for the expectant mother and the developing child?
	List rules of personal hygiene for an expectant mother. How can following these rules help to ensure a healthy pregnancy for mother and baby?
	Investigate influences of the emotional well-being and stress of the mother on the prenatal conditions and development of the child. Read three reliable sources to gather information. Summarize the information in a report to the class.
	View a film which illustrates influences on prenatal development. Discuss the ways a doctor detects the status of the prenatal development of the fetus. Make a bulletin board which illustrates what you've learned.
	Discuss the following statements: Confidence in your doctor is built upon understanding and trust. Confidence in your doctor contributes to more effective care. A mother-to-be's emotional and psychological state can be influenced largely by her doctor.
	Role play situations depicting positive and negative patient-doctor relationships. Example: Doctor is always in a hurry. Discuss possible solutions to the negative situation.
	Discuss what role the expectant father plays in the health care of the mother. What are his responsibilities?
	Evaluate your own health care. Compare it to the health care of an expectant mother. How do the two differ? How are they similar? How could you improve your health care and nutrition in preparation for parenthood?
d. Infectious diseases	Read a reference to identify the diseases which if contracted by the pregnant mother can be transmitted to the unborn child. List the diseases on a chart.
	View a film on infectious diseases and their effects on the expectant mother and the unborn child. Add the effects to the chart of diseases.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Research information concerning technology that allows early detection and prevention of infectious diseases. Determine how this information could be used by an expectant mother to lower the possibility of harm to the unborn child through infectious diseases.
	Divide into groups to share information on cases of unborn children who were affected by diseases their mothers had during pregnancy. If you do not know of an actual case, use newspapers, magazines, or reference books to locate examples. Describe the disease, the effect the disease had on the mother, and the effect it had on the unborn child. Share information about the case you studied with the class.
	Analyze each case presented above to determine whether or not the effect or the disease could have been prevented, detected early, or treated to avoid harm to the mother or unborn child.
e. Rh factor	Define *Rh factor.* Locate a definition of *Rh incompatibility.* Discuss your definitions with classmates. Explain the differences in the meanings of Rh factor and Rh incompatibility. [NOTE TO TEACHER: Use the transparency on p. 354 to illustrate the effects of "Rh Factor in Pregnancy."]
	Read in current publications about the effects of Rh incompatibility on the unborn baby. Discuss complications related to the Rh factor for the mother and child. What advances have been made in treating mothers who have Rh incompatibility?
f. Activities	Interview an expectant mother to learn what restrictions, if any, her doctor placed on her activities. List possible exercises and activities in which an expectant mother can participate.
	Determine ways physical activities may need to be adjusted during pregnancy. List activities which may be enjoyed before pregnancy and determine changes which may be advisable when pregnancy occurs and as it progresses. Examples: Walking may replace jogging; playing tennis may be limited to fifteen minutes; driving short distances at a time may be necessary instead of driving for long distances.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study information on exercise during pregnancy. This could be provided by a physician or taken from an article. What type of activities or exercises are recommended? Demonstrate to the class an exercise which might be beneficial during pregnancy. What is the purpose or intended benefit of the exercise?
	Plan a general exercise program for an expectant mother at each stage of her pregnancy. Integrate activities that involve other family members.
	Using a suggested exercise program from a physician, compare your exercise program with that plan. How do the plans differ? Are there allowances for individual differences?
g. Drugs, smoking, and alcohol	Read selected references concerning the effects of drugs on the unborn child; or view movies, video tapes, or filmstrips on recent information concerning the effects of using drugs, alcohol, and tobacco during prenatal development. [NOTE TO TEACHER: Be sure to associate drug usage with both presciption and non-prescription drugs.]
	Divide the chalkboard into three columns. In Column One, give examples of various drugs. In Column Two, describe the drug's effects. In Column Three, describe the effects of the drug upon unborn children.
	Make a poster or bulletin board to illustrate the possible effects of drugs and poor health on the development of the fetus. Display in community or school.
	Analyze the labels on several over-the-counter drugs, such as aspirin, cold remedies, etc. Are there any warnings for a pregnant mother? Determine the effects these drugs have on an unborn child. [NOTE TO TEACHER: The March of Dimes has information on this.]
	Prepare a five- to seven-minute class presentation on the effects of alcohol, smoking, or a specific drug on the unborn child.
	Write a warning to an expectant mother of the dangers to the unborn child of alcohol use, smoking, or the use of a specific drug.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Evaluate the labels on cigarettes or alcoholic beverages. Do the labels provide all the information that is needed by an expectant mother? Is the information clear and easy to understand?
h. Emotional effects	View a film or filmstrip relating to the emotional impact of pregnancy. Recognize the chain-reaction effect of prolonged and intense emotional upset. [NOTE TO TEACHER: Chemical changes in the mother's body cause the baby to be more active, interfering with the mother's sleep and rest, which in turn causes her to be more irritable and less relaxed.] Give examples of other emotional chain-reactions that affect the expectant mother and her unborn child.
	Relate the chain-reaction effect listed above to the expectant mother during delivery. For example: If the expectant mother fears pain in childbirth, her fear stimulates the nervous system, causes the cervix to remain tense rather than relaxed. Tension around the cervix causes pain; this intensifies the woman's pain and her fear of pain in childbirth.
	Listen to a panel of mothers describe their emotions during pregnancy. Which were positive emotions? Which were negative emotions?
	Discuss with the panel the effect of emotions during pregnancy. Ask such questions as: (1) What emotions did you experience concerning your pregnancy? Were your emotions the same for all your pregnancies? (2) How did you deal with these emotions? (3) What role did others (doctor, husband, relatives, etc.) play in your emotions?
	Interview fathers to learn their emotions during their wives' pregnancies. Which were positive? Which were negative emotions? If there is more than one child in the family, were these emotions the same with all pregnancies? Share your findings with classmates.
i. Multiple births	Study resources describing the occurrence of multiple births.
	Identify the characteristics of fraternal twins and identical twins. Write the characteristics of each on the chalkboard. Compare your list with the transparency. (See p. 355.)

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Explain how various types of multiple births occur. Examples: triplets, twins, quintuplets, etc.
	List complications that multiple births can present during pregnancy or at the time of birth.
	Give examples of twins, triplets, etc. that you know or have met. Describe their physical characteristics. How similar are they? Examine the cases of twins, triplets, etc. you have know or met. Determine whether the twins were identical or fraternal. Point out reasons for your decision.
	Discuss the effects multiple births might have on a family's life style. What would be the advantages and disadvantages of multiple births to the parents? to the child? to older siblings?
C. Community resources and support systems for prospective parents 1. Sources of information	Discuss what prospective parents need to know. How can they find information on community resources and support systems? Include: their doctor, friends, relatives, hospitals, clinics, etc.
2. Agencies providing services	Name resources in your community which provide information on pregnancy and infant care. For example: classes for expectant parents, library, baby clinics, county health department.
	Role play to portray a situation in which a parent becomes "panicky" because of a lack of knowledge of infant care. Explain how the situation would be different if the parent knew where to get information.
	Examine the panic situation. Portray a situation that utilizes all the resources available in the community.
	List local sources of health care for infants and children. Did your list include such resources as the Chamber of Commerce, the county health department, and Well Baby Clinic? Find out what health services are offered by each agency in your community.
	Listen to a guest speaker summarize the health services offered in your community. Discuss the advantages of community health care services to all infants and children, such as following trends in childhood diseases and epidemics, and immunization against various diseases.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a child care worker talk with the class about infant care in a day care facility. What services are provided? What are the parents' responsibilities? How much do the services cost?
	Contact two organizations in your community which assist the parents of children with special needs. What types of services do they offer? Are these services available free, at a reduced cost, or at full cost? Share your findings with classmates.
	Name sources in your community which contribute to the safety of children, including the American Red Cross, fire department, police department, utility companies, and civic organizations.
	Interview personnel from community services contributing to the safety of children. Explain the services available from each source. Report your findings to the class.
D. Birth 1. Stages	View a film, transparencies, or charts, or read selected references to identify the stages of labor. List the three stages. [NOTE TO TEACHER: The three stages of birth are labor, expulsion of the baby, and expulsion of afterbirth as shown on the transparency, "Delivery," on p. 356 and the transparencies, "Birth Process," on pp. 357-361.]
	Read a selected reference to gain a better understanding of the terms that relate to birth.
	Explain such terms as *contraction, expulsion of mucus plug, release of amniotic fluid, presentation, crowning,* etc.
	Ask a young mother what signs told her when her labor had begun. At what point did she go to the hospital? How long was she in the hospital before the child was born? What items did she take to the hospital with her? Share your findings with classmates.
2. Methods/types of childbirth a. Possible complications b. Effects on newborn	Read selected references on birth and various types of delivery. List the characteristics of each type, the possible complications associated with each, and the effects of each on the newborn.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Interview three mothers of different ages. What does each remember about the birth of her child(ren)? Did she use *natural childbirth* or was she given drugs? Was the mother given a choice about the type of delivery? Did each mother see her baby's birth? Was the father present in the delivery room? Discuss your findings with classmates.
	Visit a hospital's delivery facilities. Listen to a doctor or nurse explain types of delivery services, methods of delivery, and kinds of medication used in childbirth. Ask the speaker questions concerning possible complications during pregnancy which may affect the birth of the newborn.
	Write a paper that describes one type of delivery. Describe advantages and disadvantages including the emotional effects the delivery has on the parents and child.
E. Role of primary caregiver 1. Responsibility for care of self (postpartum care)	Cite areas of concern for the mother during the postpartum period. List on a chart. [NOTE TO TEACHER: Common areas of concern include exercise, nutrition, weight, clothing, nursing, and use of drugs.]
	Explain each area listed on the chart. Tell why each is an area of concern and add the reasons to the chart.
	Add to the chart of concerns and their reasons, the dates of how long the concern should occur for each area. Point out how the recovery period could vary according to the type of delivery experienced.
	Discuss the following questions: (1) How may the mother feel mentally and physically for about six weeks after the birth of the baby? (2) What physical adjustments are necessary during this period? (3) What may be some of the causes of depression after the mother gets home? (4) Why may the doctor not want the new mother to climb stairs? (5) How may the baby's crying affect the mother? (6) How can the husband contribute to positive adjustment?
	Analyze the recovery process to determine how long the mother should be concerned with postpartum care.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Responsibilities for infant care a. Nurturing	View a transparency summarizing parents' responsibilities for infant care. (See p. 362.) Why are the things listed important to the development of the child? Form a class definition of *nurturance*. Make a list of the people who have provided nurturance at various stages in your life and discuss. View a film or filmstrip about persons who deal with children. Identify persons who may provide nurturance to an infant. Explain how the people listed and those viewed in the film provide nurturance. Think back to an experience in your childhood where you were nurtured. Share this example with the class. Who provided the nurturing? How? Show your ability to provide nurturance by selecting a hard-boiled egg from a basket to nurture for a day. Give the egg a face and a body by using markers, yarn, felt, etc. Name your "egg-baby." Introduce your egg-baby to the class. Place the "baby" in a limited environment, such as an egg carton, a basket, etc. Carry the baby with you can care for it for the next 24 hours remembering the baby is easily harmed and totally helpless. In the event you need to leave the baby, be sure you provide substitute care. Bring the baby to your next class. Examine your 24-hour nurturance of your "egg-baby." What hardships or adjustments did you encounter? How did you feel about being responsible for a totally dependent object? What did you learn about your ability to provide nurturance? Report your findings to the class. Take your daily schedule and rearrange it to fit the nurturance needs of a new infant. How would this change your current life style? Compare your schedule to the schedule of a new parent. How are they similar? What changes would you need to make in your schedule? How long will you keep this schedule? How will it change as the baby grows older? How will nurturing care change when the infant becomes a toddler? A school-age child? An adolescent?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Read current periodicals on *attachment* in order to define attachment. In your own words, explain attachment to the class. How do periodicals differ in their meanings of attachment and bonding?

Give examples of parental behavior that contributes to attachment. (Example: responding to or playing with the baby.) Discuss these in class.

Divide into small groups and prepare a presentation on attachment. Include demonstrations of actions that encourage attachment. Support your presentation with research findings. Example: Harlow's experiments with monkeys. Klaus and Kennell's study of adolescent mothers and newborn infants.

b. Fostering development of trust

Read in selected references of how and when trust is developed. Name ways the caregiver can foster the development of basic trust.

Summarize the information on how trust is developed. Give examples of ways you encourage trust in an infant or young child. [NOTE TO TEACHER: The transparency on p. 363 has Erikson's ideas on the subject.]

Show the class one way that you could encourage trust in an infant. Alter the same situation slightly and show how it could cause mistrust. For example, trust can be developed by slowly pulling an infant to its feet by holding its hands? but if you let go, causing a sudden fall backward, the trust may become mistrust.

Compare Freud's and Erikson's theories concerning the development of trust. How does trust develop? How can caregivers encourage development of trust?

Create your own theory about trust. How well does it apply to all situations involving trust? Is it simliar to Erikson's or Freud's theory? What point did you base your theory on? Share it with the class.

Critique the following statement, "Constant care for an infant will/will not spoil the child." How does learning that someone will respond to cries for help develop trust in the infant? What effect would ignoring an infant's cries have on the development of trust?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Interview three fathers to learn the extent to which they are involved in child care. What factors contribute to how involved they are in child care? What rewards have they felt from their child care experiences.
c. Roles of significant others	View a filmstrip showing roles of significant people in the life of an infant. List the significant others.
	Determine how significant others can meet an infant's needs. How do parents benefit from significant others?
F. Infant care 1. Characteristics of newborn	Listen to a pediatrician or nurse describe the Apgar Scoring System used on newborn babies. Outline the characteristics tested in the Apgar Scoring System. Explain the use of the Apgar Scoring System. Give examples of conditions that might cause newborns to have different scores. Compute Apgar scores given in an example. Predict the health of a newborn with those scores. [NOTE TO TEACHER: The transparency on p. 364 gives the "Apgar Newborn Scoring System."]
a. Appearance and behavior	Read selected references to identify the characteristics of the newborn child's appearance and behavior. Using a transparency, summarize the characteristics you found. (See p. 325.) [NOTE TO TEACHER: Students can fill in information as follows: *Head* – appears too big in relation to the body. May be temporarily misshapen due to pressure during birth. Head may be bald or with a thick head of hair. *Eyes* – blue or gray with a blank look. One or both may be crossed. Eyelids may be puffy. Most newborns do not cry tears. *Hands* – usually in a tight fist, with nails and loose-fitting skin. *Body shape* – short neck, small shoulders, swollen breasts, large abdomen, umbilical stump, narrow hips. *Feet* – soft bones. Skin may be loose and wrinkled. *Color* – may be flushed if the baby cries hard. Veins on head throb. *Weight* – six to eight pounds. Height is usually 18 to 22 inches. *Legs* – short compared to the arms. Usually somewhat bowed. *Skin* – thin and dry. May be rosy-red or almost transparent. May be covered with downy hair. *Face* – pudgy cheeks; a broad, flat nose; receding chin. *Skull* – two soft spots, or *fontanels*, are found. One is above the forehead, the other close to the crown of the head. Skin may be wrinkled.]
	View a movie or filmstrip on the newborn. Describe the appearance and behavior of the newborn as shown in the movie or filmstrip.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View a film showing the appearance and characteristics of a newborn, or invite a new parent to bring their baby to class for observation.
	Observe a baby under six months old to see if you can stimulate and identify the four reflexes apparent in newborns. [NOTE TO TEACHER: A newborn infant's reflexes include rooting, Moro, sucking, tonic neck, grasping, stepping, and the Babinski reflexes as shown in the transparencies on pp. 326-329.]
	Look at pictures of a newborn, or an actual newborn child, and determine whether the baby's appearance and behavior seem to be normal based on the criteria established in class.
b. Adjustments to new environment	Listen to a pediatrician describe adjustments that newborns must make at birth. List the adjustments described.
	Take or collect pictures of newborns to show how an infant adjusts to a new environment. Include pictures of infants sleeping, eating, etc. Present pictures to the class.
	Compare the environment of the newborn to the conditions experienced in the prenatal environment. How do the environments differ?
	Analyze the different types of births to determine how they affect the rate of adjustment for a newborn. In which type does the newborn adjust to its environment the quickest? In which type does the newborn adjust to its environment the slowest?
	Design what you think would be the perfect environment for a newborn child. Include descriptions, pictures, drawings, or real objects to communicate your design to the class.
	Evaluate the ability of the environment you designed to meet the needs of the newborn child. How realistic is the environment you designed?
	Keep a record of the activities of an infant for a whole day. Note when the baby ate, slept, played. What were the infant's activities during the day? Was anything special done to enrich the baby's environment or activities?
	Write a report about the current research on the Sudden Infant Death Syndrome. What are some possible causes of SIDS? Why do parents of children who die of SIDS often feel guilty?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Food for infants a. Nutritional needs	Study references on the nutritional needs of the infant. Compare your findings with those listed on the transparency. (See p. 284.)
	Listen to a new parent describe the nutritional needs of an infant. Summarize the information in a paragraph.
b. Feeding	Locate a feeding schedule recommended by the American Pediatric Association for the infant during the first year of life.
	Analyze the nutritional needs of a young infant; then examine menus to find food sources to supply the needed nutrients. Make a chart listing the nutrients. Add foods that will meet each of the infants's nutritional needs to the chart. How do nutritional needs of an infant differ from those of an older child? a teenager? an adult? Which nutritional needs change the most as the child grows?
	Describe the advantages and disadvantages of breast feeding and bottle feeding. What advantages were given? What disadvantages were given? Summarize the main points presented.
	Compare the points presented in your discussion with the advantages and disadvantages of breast and bottle feeding listed on the transparencies. (See pp. 331-332.)
	Analyze case studies about mothers making decisions regarding the method for feeding their babies. Describe the method you feel would best meet the needs of the mother and the child in each situation.
	Discuss feeding of a child who is being breast-fed. Include feeding times, when other foods should be introduced, when the baby should be weaned, etc. What did you consider in making your decisions?
	View a demonstration on bottle feeding an infant. Identify the advantages and disadvantages of bottle feeding. What types of bottle feeding are available? Name their advantages and disadvantages.
	Study the directions given for preparing several types of infant formula. Which formula requires no preparations? What formulas need something added to be complete? Which formulas cost the most? the least? What special formulas are available?

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Demonstrate the procedure for sterilizing baby bottles. What steps were involved? What safety precautions should be taken? Why should bottles be sterilized?

Analyze the process of bottle feeding an infant to determine the type of atmosphere that would benefit bottle feeding. Describe the atmosphere.

Watch a demonstration on ways a handicapped parent can manage formula preparation and feeding of an infant. What helpful hints were shared? What problems had not been solved? Was any special equipment or adapted equipment used? Was equipment arranged in a particular way for convenience? How was the procedure different from that used by a nonhandicapped person?

Discuss the statement, "All babies should be weaned by the time they are one-year old." Explain factors that should be considered when determining the best time to wean a baby. How does the relationship between mother and child change when weaning occurs?

Observe an infant being fed, or view a film or filmstrip explaining procedures for feeding a baby solid foods. How could a handicapped parent you know adapt this procedure? How can self-help by the child be encouraged? Describe difficulties the infant may have in learning to use the tongue properly in swallowing solid foods. How may the baby's parent interpret the baby's spitting out food?

Show how tongue movement differs in sucking and in swallowing. How does this affect the infant's learning to eat solid foods?

Make a poster of "Helpful Feeding Techniques." What feeding techniques will encourage an infant to eat a variety of foods? What techniques may cause feeding problems? How can your attitude about feeding affect the child?

Review references on how to introduce new foods to an infant. Why is it recommended to introduce one new food at a time?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Effects of malnutrition	Interview a young parent to learn what problems have been encountered in feeding the infant. What foods does the baby accept well? Have any food allergies been detected?
	View slides, a film, or filmstrip, showing the results of nutrition deficiencies in infants. [NOTE TO TEACHER: The March of Dimes is a good source of information.] List signs which may indicate that an infant is suffering from malnutrition.
	Read information from nutrition books concerning the effects of poor nutrition. Give examples of the physical effects of nutrient deficiencies.
	Determine ways to prevent malnutrition in infants and young children. Identify sources of help, such as local, state, and federal agencies that are involved in nutritional programs.
3. Clothing for infants a. Diapering b. Dressing	Watch a parent demonstrate how to diaper and dress a baby. Describe procedures for dressing. What safety precautions were given? How should the baby's skin be treated when it is diapered? What can be done to soothe diaper rash? What precautions can help prevent diaper rash?
	View a transparency or handout on ways to fold a diaper. (See p. 365.)
	Interview a nurse or pediatrician on the advantages and disadvantages of cloth and disposable diapers. Interview parents on their views.
	Ask a nurse or parent to demonstrate sanitary procedures to follow when changing and disposing of a soiled diaper.
	Explain the procedures for diapering a baby. Give examples of various diaper folds. How can diaper folding be varied to meet the needs of a girl or boy?
	Demonstrate the ability to diaper an infant by practicing on a doll.
	Watch a handicapped parent diaper an infant. How was the procedure changed to meet the needs of the parent? What type diapers were used? Where was the baby placed for changing?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss functions of clothing and coverings for the newborn. Describe techniques for dressing an infant.
	Divide into groups to demonstrate with a doll techniques for dressing a baby. Each group shows the class how to put on one particular item of clothing.
	Watch a demonstration on how a physically handicapped parent can dress an infant. How were techniques for dressing adapted to meet the parent's needs? What garments were chosen for convenience? Were the garments adapted in any way? If so, how?
	Prepare a bulletin board displaying clothing needs of an infant. Find pictures illustrating clothing which fulfills the need for warmth, comfort, and protection.
	Observe people with infants in shopping areas. Make a note of the types of covering and clothing used for an infant. Determine whether or not the baby's needs were being met. Report to class. Did you observe babies who might be too hot, too cold, or too confined?
	Read selected references on special care required for infants' clothing. List reasons infant's clothing needs special care.
	Explain procedures in caring for infants' clothing. Include special care of diapers, sleeping garments, linens.
	Prepare a display of laundry supplies and equipment necessary for caring for an infant's clothing.
4. Housing for infants a. Safety	Read articles in current periodicals concerning the safety of infants. What appears to be the major safety concerns?
	Report from experience, or a newspaper article, serious injuries to infants which have occurred because of failure to use safety precautions.
	Read an article on B.F. Skinner's "air crib." What was it? Why did he create it? Did it work?

CONCEPTS

b. Provision for care activities
    (1) Bathing

LEARNING AND EVALUATION EXPERIENCES

View a film, filmstrip, or transparency on procedures for bathing a baby. (See pp. 366-369.) What equipment is needed? What temperature should the room be? What temperature should the water be? How can you keep the baby warm? How can bath time be made a pleasant experience for parent and child? What safety precautions should be taken when bathing an infant?

Watch a parent bathe a baby. List the steps the parent went through and the safety precautions taken.

Watch a demonstration on ways a handicapped parent can bathe a baby. How was the procedure adapted for the safety of parent and child? Was any special equipment used?

Make a bulletin board showing safety considerations when bathing a baby. Suggested caption: "Splashdown."

Demonstrate the proper procedure for bathing a baby. Discover the ease and pleasure of bathing a real infant, or use a washable doll.

Describe what takes place at each stage of the bathing process. How can emotions be expressed during the bathing procedure?

Analyze the bath process to determine the importance of the bath from the standpoint of social and emotional development. Outline the steps of the process and identify possible emotional reactions to each step.

Prepare a display of supplies needed for baby's bath. Name common household items which can be used. For example, a plastic dishpan may be used instead of a special infant tub.

Divide into groups to design a bath arrangement for an infant. Include a description of the room's atmosphere, setup, and safety features. [NOTE TO TEACHER: Assign a different type situation to each group. Situations might include a one-room apartment, one-bedroom apartment, bathroom with no countertop, etc.]

Exchange bath plans with another group. Critique the plan as to usability, practicality, and cost. Suggest ways to use items on hand or ways to reduce costs.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
(2) Sleeping	Read selected references on sleep needs of the infant. Identify sleep patterns of different infants. How many hours do infants sleep each day? What are common sleeping positions of infants? How much do infants move around while sleeping? Give examples of ways sleep patterns vary from infant to infant. What effect does age have on sleep patterns? What effects might atmosphere have on sleep patterns? Analyze examples of sleep patterns to determine whether or not the pattern is fairly normal and if parents of these infants need to worry about their infant's sleep patterns. [NOTE TO TEACHER: Some examples might include: (1) Karen is five months old takes two or three naps a day and sleeps through the night. (2) Joe is one year old and no longer likes to take both a morning and afternoon nap. (3) Jill is a newborn infant and sleeps 10-12 hours a day. Show ways to soothe a restless baby who is reluctant to go to sleep. Examples: rocking, cuddling, singing, humming, or rubbing a baby's back.
5. Health of infants a. Health	Write on the chalkboard health habits which are important to development in early childhood. Examples would include cleanliness, sleep, and rest. Give examples of ways to prevent childhood illnesses. Include good health habits, inoculation, sanitation, avoidance of exposure, and well-balanced diet. Outline the daily routine of an infant you have observed. Point out routines that may vary slightly from day to day. Determine why it is important to maintain a routine from day to day. Find information on proper washing procedures for diapers and baby clothing. Why is special care needed? What may happen if diapers and clothing are not rinsed well?
b. Preventing childhood diseases	Read selected references on preventing childhood diseases. Make a chart showing the ages at which various inoculations should be given. [NOTE TO TEACHER: Use the transparency on "Preventing Childhood Diseases" on p. 288 to summarize inoculations needed by young children.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Work in groups to study references describing one childhood disease per group. Summarize the causes, transmission, symptoms, and possible effects of the disease. Explain whether or not the disease could have been prevented. If it could have been prevented, how?
	Draw a "disease slip" from a box. Describe the symptoms of the disease. Determine whether or not an inocluation is available for the disease, the earliest age an inoculation can be given, and the seriousness of the disease. Diagnose a treatment for the disease.
c. Caring for the sick infant	Identify signs and symptoms of illness in an infant. Use references if necessary. Summarize ways to identify illness in an infant.
	Explain why nutrients are necessary for recovery from an illness. Tell how the child's nutritional needs may change during an illness.
	Demonstrate necessary procedures in caring for a sick child, such as washing hands and face in bed, rubbing back, taking temperature, giving baths and using a vaporizer. What foods and liquids are important?
	Explain how to care for a child with a minor illness. What procedures can be used to lower the child's temperature? What precautions should be taken when a child vomits or has diarrhea? What foods should be eliminated? What symptoms indicate that the child should be seen by a doctor? Should be taken for emergency care? What factors might be considered in selecting a doctor for a young child?
	Analyze case studies to determine the seriousness of illness in a young child. Should a doctor be contacted? Should the child be taken for emergency care?
	Discuss the statement: Never hesitate to contact the doctor when you are concerned about your child.
6. Sensory stimulation for infants a. Play	Study resources to identify play activities a parent or caregiver can do with an infant. What equipment is needed for each activity?
	Demonstrate play activities which can be done with an infant. At what age is each appropriate? What would each activity contribute to the infant's learning or development?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Develop a check list for selecting play materials for an infant. Use resources to ensure that major considerations are included.
	Use the developed check list to evaluate the safety and appropriateness of various household items for use by infants. How could each item be used in play activities? At what age would each be appropriate? Would the item be safe for use by infants?
	Make a list of play materials appropriate for each stage of infancy. Why should small items or items with small parts not be given to an infant? What device can be used to check items to determine whether they are safe size?
	Compare the value of playpens, and "run-of-the-house" for creeping and standing infants. (a) What will these babies learn about people and life? (b) What are the disadvantages of each play area? (c) Can both be valuable?
	Study references to identify safety precautions to observe in selecting play materials and activites for infants.
b. Exercise	List on large strips of construction paper ways an infant gets exercise. Examples: crying, kicking, flinging arms, rolling over, and crawling.
	Find pictures to illustrate ways infants get exercise. Use these with the words on construction paper to create a bulletin board.
	Identify ways a parent or caregiver can aid the infant in exercising. Demonstrate an activity which would provide exercise for an infant.

COMPETENCY: *Ability to evaluate child's development*

TERMINAL PERFORMANCE OBJECTIVES: *Relate principles of human development to the child.*

Analyze factors influencing the child's development.

Analyze the physical development of the child.

Analyze factors influencing the child's intellectual development.

Analyze factors influencing the child's emotional development.

Analyze factors influencing the child's moral development

Analyze factors influencing personality development.

Analyze factors influencing the child's social development.

Determine factors affecting the development of the exceptional child.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
III. Fostering Infant and Child Development A. Principles of development	Choose a child whom you can observe frequently at home or in a child care situation. Observe the child as you study each topic on child development and care. Record and report your observations to the class as you discuss each topic. View a transparency which summarizes the principles of development. (See p. 370.) Discuss the possible implications of each developmental principle on the development of infants and young children.
1. Maturation and learning	Develop class definitions of *maturation* and *learning*. Use references as necessary. Describe the relationship between maturation and learning. Compare maturation and learning. Name characteristics of each that work together and those that work separately. Which do you feel is more important to a child's development? Does one work without the other? Assess the value of a working relationship between maturation and learning.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide into two teams. The leader calls out either "maturation" or "learning." The first person on team one answers by giving an example of that type of development. Alternate between teams until each member has given one example. Score one point for each correct example. No example should be repeated. When a team member fails to give a correct new example, the other team get a chance to answer. Continue until neither team can think of new examples. Demonstrate the effects of maturation and learning by role playing the following situations: (1) Encouraging a child to walk before the child is physically able, (2) Trying to toilet train a child before the child is physically and psychologically ready, and (3) Trying to teach a child to eat without help before the child has sufficient motor coordination. View a film or observe a child to determine ways the principles of development relate to the child at different ages. Examine the characteristics of the child to determine: the child's stage of development, the evidences of maturation and learning that were shown, the development you would expect to occur next, and how the child's development varied from that of other children the same age.
2. Predictable patterns	Read from selected references to identify developmental patterns. List the predictable patterns of development. Describe the types of physical development: cephalocaudal (head to foot) and proximodistal (near to far), and give examples of each. What patterns occur in the development of intelligence? behavior? social development? What similarities occur in the development of all children? [NOTE TO TEACHER: The transparency on p. 300 illustrates cephalocaudal and proximodistal development.] Collect children's art or other evidence of a motor skill which illustrates the sequence of development. Give examples of mental and motor responses which develop from general to specific. Give examples to show continuous development of a characteristic during childhood. How much do rates of development vary from one part of the body to another? from one type of development to another? How do different areas of development work together?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study references to learn the principles of development. Did you identify the following principles: Development is similar for all infants. Development proceeds from general to specific responses. Development is a continuous process. Development proceeds at various rates. There is a correlation between all areas of development. Development continues throughout life.
	Observe or work with one child for a specific length of time. Discover how maturation and learning follow an organized pattern and at the same time reveal individual differences. Share your findings with the class.
	Rearrange the following developmental tasks into the proper sequence: crawling, running, rolling over, walking, standing, sitting alone, pulling up, holding head up. Why should the tasks be accomplished in the proper sequence? What may be the result of not accomplishing a given task? Of skipping a task?
	Give examples of abnormal development. Explain possible causes of each abnormality you listed.
3. Individual differences	Compare the abilities of two children at different ages. After observing the children, conclude why one child is able to do more or less than the other child. What developmental tasks were shown by each?
	Identify from your personal observation the ways individuality can affect development. For instance, one child may walk at nine months, another at fourteen months; one child may say simple words at eleven months, another at eighteen months.
	Discuss the validity of the following statements: "A child who cuts teeth early will be brilliant." "A child who cuts the first tooth late will have stronger teeth." "A child who walks at seven months will be a track star." "A child who learns self-feeding late will be very thin." How serious are individual differences in development? What effects, if any, may they have on the child?
	Demonstrate ways parents can encourage development of their infant's potential. Examples: Reading to an infant promotes language development and positive attitudes toward education. Soothing music promotes a relaxed atmosphere. Parents' anticipation of developmental tasks enable them to take advantages of teachable moments.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Observe a young relative or friend of the family as he/she interacts with an adult. Describe the interaction to the class. Point out ways the child's development was encouraged. Point out ways the child's behavior directed the development. Propose activities that encourage various types of development in young children. Include specific activities and the age at which each would be appropriate.
4. Importance of early development	Read selected references on early development. List positive and negative views based on the readings. Discuss your list with classmates. Give examples or illustrate influences of early development on later development. Do children who have been malnourished reach their full potential height? Do children who have not been read to develop at the same rate intellectually as those who have? Do children who have not had a stimulating environment learn as easily as those who have?
5. Ages and stages of development	List the major developmental stages. Include prenatal period, infancy, toddlerhood, preschool, elementary, and adolescence. List typical characteristics of children's development at each stage. Make a bulletin board or poster titled: "Stepping Stones to Maturity." Use blocks or stepping stones to illustrate each stage of development. An alternate idea for a bulletin board would be: "Step Up to Maturity." On each rung of a ladder write a developmental stage. Observe the development of a child over a period of time. Keep a diary describing the child's development and skills. What changes did you observe in the child's abilities and behavior? Determine how this child's development has followed the principles of development. How does the child's development compare with that expected of a child the same age? [NOTE TO TEACHER. Invite parents to bring children ages infant, 1, 2, 3, 4, and 5 to class several times during the semester for the students to observe.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Influences on development 1. Behavior models	Name people who provide behavior models for children. List on the chalkboard. [NOTE TO TEACHER: Persons in the media, such as movie stars, should be mentioned, as well as adults and teenagers themselves.] Give examples of children you have seen imitating the behavior of an older child, an adult, a TV star, or another person. Keep a diary for five days that describes your own behavior. Analyze your behavior to determine what you are allowing others to model. What examples are you giving your younger brothers or sisters or acquaintances? How could you be a better behavior model? Write a set of rules you would expect a child to abide by. Read your diary again. Did you abide by all of the rules you listed? If you did not, rewrite the situations to fit the set of rules. How would you need to change your behavior to provide a good model for the child to follow? Critique the saying, "Do as I say, not as I do," Do you feel saying or doing has the greater impact on a child's behavior? Why?
2. Mass media	Define *mass media.* Brainstorm to identify the types of mass media in your community. Include billboards, magazines, newspapers, educational and commercial television, and radio. Research the effects of media, especially TV, on children. Describe the influence of media on both children and adults. Do you think the influence is the same? Why or why not? Create a check list of media characteristics that would have a positive influence on a child's development. Ask several parents to review the check list and make suggestions. Revise the check list using the parent's suggestions. Debate: "Children's television programs should be selected carefully." How may television programs affect children's development? What are the possible effects of certain types of programs? Use selected references on recent research.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View a children's television program. Using the check list, judge the suitability of the program for young children. How may suitability vary with the age of the child?
3. Heredity/environment	Observe two children of the same family who look alike. What differences are there in personality and behavior? What caused the differences? Observe two children in different family situations for a period of time. List characteristics exhibited by the children. Analyze whether the characteristics listed were the result of heredity, or environment, or both. How can you tell? Analyze the following characteristics to determine if they are primarily acquired from the environment or primarily inherited: potential height, mental capacity, anxieties and fears, values, physical resemblance to relatives, manner of speech, eating habits. [NOTE TO TEACHER: Use the transparency, p. 341, to summarize the influence of family environment on the child's development.]
4. Nurturance	Discuss the points included on the transparency, "The Family Molds the Child." (See p. 341.) How can the family affect the child's intellectual development? Emotional development? Social development? Physical development? Make a similar list showing ways "The Child Molds the Family." Brainstorm to list various ways an infant or child tries to get attention. Give examples of possible effects on an infant from lack of attention. Examples: Only the child's physical needs are met. Baby is left alone most of the time. Baby receives only negative attention. Read case studies of children whose development was stunted because little or no attention was given to them. Analyze the studies to determine how a lack of attention stunted their development.

CONCEPTS

C. Areas of development
  1. Physical development
    a. Growth

LEARNING AND EVALUATION EXPERIENCES

Identify the major areas of development illustrated on the transparencies. (See pp. 301-306.) [NOTE TO TEACHER: The transparencies illustrate physical, cognitive, emotional, social, moral, and personality development. Use these for introductory and review discussion.] What types of changes are associated with each area of development?

View growth charts to identify the periods of rapid growth and the periods of slow growth during childhood. (See p. 371.) Define growth during childhood. Define growth cycles.

View a transparency showing changes in body proportions from infancy to adulthood. (See p. 309.) How have body proportions changed? What part of the newborn's body is closest to its adult size?

List on the chalkboard the basic physiological needs of children, including food, clothing, exercise, sleep, and shelter.

Divide into groups. Each group explains how one physiological need changes as the child develops. Share information with the class. How do the amounts of food and calories change from infancy to adulthood? How do nutritional needs change? How do amounts of sleep needed change? Exercise? What types of clothing are needed at different ages? How do clothing sizes change? What type space, furnishings, and equipment do children of different ages need?

Study physical changes and motor development which occur between ages six to twelve months. Choose clothing items which need to be added to a child's wardrobe during the first year.

Make a bulletin board depicting factors which influence body development. Examples: pictures of children eating, sleeping, resting, exercising, and brushing their teeth.

Work in groups to summarize one type of physical development which occurs during infancy and childhood. Consider one of the following ways of sharing your information with the class: (1) Bring to class a group picture of an elementary school class. Estimate possible factors that may have influenced variations observed in the sizes of the children. (2) Show silhou-

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	ettes of children of different ages from infancy to adulthood. Estimate the age of each. How did changes in the body proportion help you determine the age of each? (3) Bring childhood pictures of yourself to class. Interpret these pictures to describe changes in body growth and proportions. (4) Show transparencies with overlays, or charts, to identify changes in bone development and tooth eruption during childhood. (5) Invite dental personnel to discuss development of temporary and permanent teeth. (6) Read selected references concerning basic body types. List basic body types. Include endomorphy, ectomorphy, and mesomorphy. Explain each type. (7) Predict possible problems that may exist when a child is overweight or underweight. Include emotional, social, and physical problems. (8) Invite medical personnel to discuss changes in eyesight and hearing in the young child. Cite possible trouble signs in development of eyesight and hearing. How may these signs be recognized?
b. Motor development	Read selected references on motor development. Define *motor development.* Identify the characteristics of "normal" motor development. Differentiate between gross and fine motor skills. Give examples of how each skill develops. [NOTE TO TEACHER: The transparency on p. 339 illustrates the "Development of Fine Motor Skills.] Brainstorm to identify ways the body develops during infancy and early childhood. Use the transparency "From Newborn to Toddler" to stimulate your thinking. (See p. 330.) [NOTE TO TEACHER: Motor development as pictured on the transparency includes the following: Month 0–fetal posture; 1–chin up; 2–chest up; 3–reach and miss; 4–sit with support; 5–sit on lap, grasp object; 6–sit on high chair, grasp dangling objects; 7–sit alone; 8–stand with help; 9–stand holding furniture; 10–creep; 11–walk when led; 12–pull to stand with furniture; 13–climb stair steps; 14–stand alone; 15–walk alone.] Include changes in body size and proportion, bones, teeth, muscle, fat, nervous system, eyesight, and hearing. Brainstorm to identify activities which foster motor development in children. Write the activities on the chalkboard. When the list is complete, write G by the activities which develop gross motor skills and F by activities which develop fine motor skills.

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List activities suitable for the motor development of four- and five-year-olds. Identify the gross and fine motor skills in each activity.

Look at the charts on "Childhood Hand Skills" and "Childhood Posture and Leg Skills." (See pp. 335-338.) Follow a child's progress through each skill. [NOTE TO TEACHER: Be sure to point out that there are variations in achievement.]

Ask children from four to twelve to write their names on a piece of paper. Compare the names. What motor coordination is required to write? What evidence did you see that indicated that fine motor coordination increases with age?

Observe a group of children of one age level. Point out variations in the motor development of different children. Determine reasons for these differences.

Throw a large ball to a three-year-old, a four-year-old, and a five-year-old. As they catch the ball, notice which body parts are involved in the process. How does this differ between children of different ages? How does their movement differ? Outline what seems to be characteristic for each age.

Observe two young children several years apart in age. Compare the developmental levels of the children by observing them eat, walk, run, talk, draw, and play. Make a chart summarizing your observations. Share your observations with the class. What differences did you observe? How did each child's development fit what you have read and learned in class? How did it not?

Discuss the following: Girls tend to learn fine motor skills before boys learn them. Why? Boys tend to develop gross motor skills to a higher degree than girls. Why?

Demonstrate a way to stimulate motor development or creative movement. Try the activity with a child, if possible.

Plan for preschool children a play area (inside or outside) that would provide opportunities for motor development. [NOTE TO TEACHER: Assign different groups different price-ranged play areas.]

Compare the play area plan you have created with a play area that is now being used. Note similarities and differences. Which provides the greatest opportunity for motor development?

Explain how the development of motor skills increases the child's independence.

Invite a physical therapist to explain how motor tasks for children improve their brain functions. A teacher of children with physical handicaps might explain the relationship of motor functions to learning.

2. Cognitive development
   a. Contributing factors

Name factors which influence cognitive development. Did you include inherited potential, health, diet, culture, values, and opportunities for learning?

Brainstorm to identify environmental factors conducive to cognitive development. Point out ways a child's home, day care, or school environment can be structured to encourage children to create and discover.

Find descriptions of activities which parents or caregivers can use to stimulate the cognitive development of children of different ages. Share your findings with the class.

Discuss the following statements? "Children see things only at face value." "Children have a limited ability to see relationships because of limited experiences." "A child has a limited ability of determining danger because of his/her inability to reason."

Debate the following: Providing learning opportunities too early (or too late) discourages learning.

Create a bulletin board titled, "Little Things Can Mean So Much," showing pictures of activities, such as playing house, dancing, or reading, which can stimulate the young child's imagination.

Define the term *concept*. How do concepts develop?

Identify concepts children develop which are similar in all cultures.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	List common concepts of children which are unique to specific cultures, such as "Santa Claus," and the "Easter Bunny." How is a child's cognitive development influenced by the celebration of holidays?
	Find a definition of *misconception.* Share the definition you found with the class.
	Illustrate typical misconceptions of children as revealed through cartoons; excerpts from *Kids Say the Darndest Things,* by Art Linkletter; and actual experiences, such as a child singing "The Star-Spangled Banner" as "Jose, can you see?" Using the misconceptions listed, predict the seriousness in relation to future development of such concepts as "the stork," "the cabbage patch," and "the tooth fairy."
	Examine your own life to recognize opportunities you had at various ages which contributed to your cognitive development. How do you feel each opportunity contributed to your cognitive development?
b. Stages	Research and list on the board the basic components of cognitive development.
	Make a bulletin board or chart to illustrate the basic components of cognitive development. Components should include sensory, perceptual, memory, reasoning, attentiveness, imagination, curiosity, and creativity. Discuss ways each factor contributes to mental growth. How do the components of cognitive development relate to stages of cognitive development?
	Review Jean Piaget's ideas on cognitive development. On the chalkboard list the stages of cognitive development. Briefly discuss each stage.
	Review Jerome Bruner's ideas on cognitive development. Compare them with Piaget's. List the ways in which their ideas are alike and different.
	Cut strips of poster board. With magic markers write each stage of Piaget's cognitive development on one strip of poster board. Mix up the strips and put in proper sequence.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Explain Piaget's statement that the infant doesn't realize objects are permanent; in other words, "out of sight, out of mind." How will you know when a child has "object constancy?" [NOTE TO TEACHER: Introduce the students to Piaget's idea of conservation by demonstrating some of the simple tests for conservation of number, mass, or area.]
	View the transparencies on two processes that Piaget says are central to cognitive development – *assimilation* and *accomodation.* (See pp. 372-373.) Find definitions for each. Illustrate how the child may learn the concept of "dog," "flower," and "chair."
	Divide into groups with each group assigned a child of a specific age (one year, two years, three years, four years, five years, six years, eight years, twelve years). Research and decide at what stage of cognitive development your child probably is. What tasks can this child accomplish? What skills does the child have? How does the child think and perceive the world? Come together as a class and share your information. Make a bulletin board or chart, using the information gathered from your groups, to illustrate how a child develops cognitively. Be sure to include components of cognitive development in each stage.
	Pretend for one hour that you are a child of a particular age. Keep a diary of what you would see. What can you do? What can you *not* do that you are used to doing now? How do you see the world differently? Why is it sometimes difficult for adults to understand children and children to understand adults? How can you be more understanding as a child care worker?
	Divide into two teams. Have one team name a task and an age of a child. Have one member of the other team decide "Yes, I can do that," or "No, I cannot," and then act out the task as a child that age would. If the team member is correct, her or his team can then give a task challenge to the second team.
	Decide from the information you have gained whether the stages of cognitive development must occur in sequence. Why or why not? Are the stages universal (the same for every child)? Does culture affect cognitive development? Does environment?
	Pretend you are a parent or caregiver of a child. What can you do to encourage a child's cognitive development?

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Clues to cognitive development	Listen as a counselor, diagnostician, or school psychologist explains the aptitude and intelligence tests used in the school district and ways students or their parents may obtain information about themselves.
	Research the various tests used to assess abilities of children. List them, the skills, abilities, or information they assess; and how the results of the tests are used. Do some tests diagnose children with problems in cognitive development? What are they? How are they used?
3. Language development	Define *language*. What forms of communication are considered language? Examples: Speaking, writing, sign language, facial expression, gesture, pantomime, and art. What do the various forms of communication have in common? How is the development of symbolic thinking related to language development? What are the steps in language development?
	Discuss the importance of language development to the overall development of the young child. Would life as we know it be possible without speech? How does the ability to communicate contribute to social development? How does language help the child evaluate self and others? What role does language play in academic achievement? in personality?
a. Pre-speech communication	Name ways in which infants communicate with others. Include crying, babbling, and gesturing. Give reasons a baby cries. Discuss characteristics of each type of cry.
	Listen to a record or tape of babies' cries. Interpret possible reasons for the cries. Discuss what action should be taken for each cry.
	Analyze the cries and sounds made by an infant to determine what is being communicated. How do you learn what each sound means?
	Discuss the following statements: "Babbling is not a substitute for words." "Babbling is a means of socialization." "Crying may signify a particular need."
	Demonstrate ways to encourage pre-speech communication using infant verbal and nonverbal cues.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Major tasks in language acquisition	Relate the essentials of learning motor skills to learning to speak. What roles do readiness, opportunity to practice, motivation, and guidance play in speech development? Study references and view the transparency to find descriptions of children's language skills at different ages. (See p. 333.) How many words do average children have in their vocabularies at different ages? Listen to a young child for 20 minutes. How many and what kinds of questions does the child ask? How are they answered? Do the answers bring more questions? Compare differences for children of different ages. Have several students tape record children's speech, using preschoolers of various ages. Listen to the tapes in class. Have the other students identify the age of the child and justify their responses. What did you learn from this experience? Tape record conversations of children at these ages: one, 18 months, two, two-and-a-half, three, four, and five. Compare their language development skills. Put the following speech tasks in the order they develop: forming sentences, carrying on conversations, repeating phrases, making sounds, comprehending meaning of words, saying words. Summarize the effects on speech development of the presence or lack of the following: encouragement, a model to imitate, trial and error. Name factors which influence speech development, such as environment, motivation, hearing, intelligence, socioeconomic status, model, encouragement. Describe possible effects of factors, such as health, sex, and personality on speech development. View a film or observe a child to determine how various factors influence language development. What means does the child use to communicate?

Compare nonverbal communication in different cultures. Examples: The way North American babies wave "Bye-bye" means "Come here" in India. When a North American child counts on the fingers, the fingers are released from a closed fist one at a time; in Japan the fingers are brought toward the palm one at a time from an open hand. In the United States, parents want their children to look them in the eye while they are disciplining them; in Mexico, the child is to look down as a sign of respect. How do distances kept between people vary in different cultures? How do forms of greeting differ? How are these forms of communication learned?

Work in groups to describe an everyday activity as you would to a young child. Use words which would help a child to learn basic concepts. Examples: I am going to dust *under* the chair. I am dusting *over* the doorway. I am putting the can *into* the trash can.

Create a set of flashcards which will help to develop language skills for toddlers. What principles of the toddlers' cognitive development should you keep in mind when preparing these cards? [NOTE TO TEACHER: Single picture cards can be made, such as a horse, a banana, a house, a tree.]

Listen to two records made for very young children. What devices are used to attract the child's attention? How do the records attempt to improve the child's language skills?

Identify common gaps in young school-age children's understanding of words and their meanings. Examples: "Jose, can you see?" for the national anthem. "I led the pigeons to the flag" for the Pledge of Allegiance. Can you remember words or phrases that you misunderstood as a child? Have you ever been confused by words which sound alike but have different meanings? Examples: Hanger (used to hang clothes) and hangar (a place to keep airplanes).

Discuss skills a child must acquire in order to learn to read. How can parents help the child acquire these skills? At what age is a child ready to learn to read? What may happen if a child is pushed to read before ready?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Find a children's book which you feel would help a child increase vocabulary and language skills. How does reading to a child foster interest in books? ready the child to read? Why is it good to stop during a story to ask questions about pictures or what is happening in the story? Why is it good to allow the child to comment during the story?
	Develop guidelines for parents on ways to encourage language development. Use a variety of references as resources.
c. Variations in speech development	Locate a definition of *bilingualism*. What does it mean to be bilingual? Why are some people bilingual? Is being bilingual an advantage or a disadvantage? Why?
	Discuss problems a young child may encounter in school when the child speaks a dialect that differs from the standard form of language used in school. [NOTE TO TEACHER: Dialects spoken in the United States include black English, "Tex-Mex," and Cajun, a French dialect spoken in Louisiana.] How does bilingualism affect language development? Is development slowed or speeded up by bilingualism?
	Debate: Preschool is a good age to learn a foreign language. Why do you support or not support this statement? What are advantages and disadvantages of teaching a foreign language to preschoolers?
	Tape record a conversation between yourself and a child. Share the recording with your class. Listen to recordings made by your classmates. Compare the similarities and differences in the children's language abilities.
d. Defective speech	Research in references to define *defective speech*. How do you recognize it? What is the difference between speech habits and speech defects? List various factors that may influence speech development.
	Identify common speech defects in young children. Define the terms: lisp, stammer, stutter. What causes some children to repeat themselves? Why may some children have trouble putting together a normal sentence? What effect does deafness or some other learning difficulty have on learning how to speak? How might

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	poor vision or sense of touch affect learning language? What effects do brain damage or mental retardation have on speech development? How do emotions and social development affect speech development? What assistance is available for children with speech and language problems? What effects may speech and hearing problems have on the child?
	Give examples of ways speech is discouraged in young children. How could this affect speech development? What factors may have a negative influence on speech development?
4. Emotional development a. Characteristics of children's emotions	View pictures depicting children's emotions. List emotions shown, such as fear, worry, anxiety, anger, jealousy, curiosity, joy, or affection.
	View a film or observe neighborhood children to identify characteristics of children's emotions. Interpret the situations viewed and describe characteristics of children's emotional expressions.
	Discuss how emotions dominate a child's thought, perception, and behavior. How are children's expression of emotions different from that of adults?
	Observe children in a park at play. Do boys and girls express their emotions in the same way? Does our society encourage different responses? Discuss the advantages and disadvantages of boys being discouraged from crying and girls being discouraged in showing assertiveness.
	Study references and list possible effects of maturation and learning on emotional development. Identify characteristics of children's emotions, such as volatile, intense, short-lived.
	Demonstrate through role play ways maturation and learning influence emotional development. Why is the two-year-old more prone to have temper tantrums than an older child? Why may the one-year old cry when the mother leaves for an hour? Why are preschoolers prone to hit when they don't get their way? Why do children display these emotions?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Role play emotional situations involving children. Examples: A child wants candy in the grocery store. A child is frightened by a barking dog. Determine possible reasons for the child's emotions.
	Find cartoons and pictures that illustrate the expression of emotions by children of different ages. What was the situation? How were emotions expressed? How might a person of a different age react? Why may people react differently to the same situation?
	Observe a group of neighborhood children. Point out different levels of emotional development and emotional control revealed by the different children. Relate age and maturity to emotional control.
b. Need for human interaction	Brainstorm to list ways that family members can interact with infants and children.
	Describe how a child perceives a warm relationship with other family members. How does a child feel when interaction doesn't occur? What may result?
	Observe a group of young children with their teacher or caregiver. Record the ways the teacher shows the children they are liked and cared for.
	Discuss the statement: Each child is an individual and, therefore, is unique in the need for love. Illustrate by examples. Discuss how a child who appears verbally aggressive or pretends not to need support actually does need support. Discuss such seemingly ambiguous behavior.
	View the transparency "Parenting: Show Love and Affection by. . ." and name situations and ways in which a parent can trust, be honest, listen, etc. (See p. 374.) How can a parent deprive children of these things? What happens to a child deprived of love and affection?
	Examine situations such as the following to determine the possible effects on emotional development: having parents from different cultural backgrounds, living in an area where all of the neighbors are of different racial groups, going to a school where the students are from a more affluent background, having an alcoholic parent, living in a foster home.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Effects of emotional deprivation	Study resources to define *emotional deprivation*. Share the definitions with the class.
	Read stories about children who have been emotionally deprived. List signs of emotional deprivation. How is an emotionally deprived child's behavior different from that of an emotionally satisfied one?
	Illustrate possible causes of emotional deprivation in children indicated in news bulletins such as the following: "Three children were found in a cave after three years of complete isolation from other people. All were in reasonably good physical health because of a diet of fish and berries. However, the children became extremely nervous when brought into contact with other people." Discuss possible effects of such situations on a child's emotional development.
	Read about the effects of emotional deprivation persons experience in prisons, war camps, broken homes, and personal loss. Analyze the cases to determine how emotional deprivation may affect the individual's ability to express emotions throughout life.
	Propose ways that you could help somone who has been emotionally deprived become better developed emotionally. Include physical actions and verbal encouragement.
d. Common behavior problems	Choose an example of behavior. Explain how the behavior might be positive, negative, or exceptional, depending on the time, place, and situation.
	Observe young children in a home or child care facility. Record the children's activities and conversations. Analyze your records and place each bit of behavior in a positive or negative column. What kinds of behavior did you place in each column? Trade lists with one of your classmates. Do you agree with one another's ratings of behavior? What conclusions did you reach?
	Interview two parents of young children. Ask them to identify their concerns for their children's behaviors at this time. Write a description of each interview. Compare the parents' concerns. How are their concerns similar? Different? How can you account for the differences and similarities between the two parents?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Identify common problem behavior of young children, such as using swear words, anxiety about being separated from parents, hitting others, spitting, biting, and not sharing.

Recall your behavior as a child which your teachers or parents labeled "naughty." Do you feel that your behavior was labeled correctly? How did you feel then? Explain.

Work with a group of children involved in indoor or outdoor play. What kinds of behavior did you find yourself stopping? Why did you stop each kind of behavior?

Identify possible goals of children's misbehavior. Give examples of misbehavior or illustrate misbehavior to gain attention, to gain power, to seek revenge, or to display a real or imagined disability.

Observe children misbehaving. Try to identify the child's goal for misbehaving. Make a record of the incident. Note the goal you feel the child had. Suggest ways to help the child redirect actions to positive behavior.

Report on a child whom you feel behaves so negatively as to warrant special attention. Describe the child's behavior. If you were working with this child, what might you do to help the child?

Collect cartoons and photographs which depict outlets for tension. Use as a basis for discussion.

Act out scenes depicting children at home or in school during recreational activities. Show how they may be encouraged by adults in these situations to develop emotional control.

Visit a child care center interview the director to find out what kinds of problem behaviors are observed in the center. How does the center staff handle each type of behavior. Share your findings with the class. Are the problems the same or different? are the problems handled in similar ways? Compare the ways problems are handled in the child care centers with suggestions given in your textbook or other resources.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Analyze negative behavior a case study child has exhibited. What attempts were made to control the child's negative behavior? Were the attempts to control the child's behavior successful?
	Create a piece of equipment or a toy that would help a child release tension. Consider the safety of the toy.
	Propose a plan for dealing with one specific behavior problem. Include activities to particpate in as well as the behavior the caregiver could exhibit.
5. Moral development a. Rule learning	List various aspects of moral development. Include honesty, loyalty, integrity, and respect.
	Point out examples from movies or television programs that show how moral concepts are developed in children. How do children learn to distinguish right from wrong? How do they learn respect and care for property?
	Describe or list the sequence of rule learning. In what ways are rules learned? Which of these ways do you think is most effective: direct instruction, reward, punishment, or modeling? Why?
	Act out situations involving children who are trying to learn a rule. Illustrate different ways of learning a rule.
	Determine how you learned moral behavior as a child through each of the following: trial and error, direct teaching, and identification. Write a paper describing a moral lesson you learned by one of those methods.
b. Influencing factors	Participate in a "popcorn" session to arrive at definitions of *guilt* and *shame*. [NOTE TO TEACHER: A "popcorn" session involves spontaneous responses given in rapid succession to a topic.]
	Show how the following statement is related to the role of shame in moral development: "I still like you, but I don't like what you did." How does shame affect an individual? How do these feelings affect moral development?

Draw cartoons depicting feelings of guilt in young children. Depict situations such as the following: (1) Janet is jealous of her baby brother. All of parent's attention seems focused on him. Parent leaves the room and Janet teases the baby until he cries. Parent investigates. (2) The twins were playing together on a seesaw when one fell off and hurt her head. As her father was comforting her, the other twin threw herself on the ground and began hitting her head on the base of the seesaw. She wants attention, too. (3) Mark picked the neighbor's flowers after he had been told "a hundred times" not to do it. Write an appropriate caption for each cartoon.

Cite individual definitions for *conscience.* Form a class definition. At what age do children begin to develop a conscience? At what age do they know rules?

Complete the following statements: "I can't steal anything because. . ." "We'll have to take that back to the store because. . ." "I didn't take his toy; I just. . ." Summarize the effect of conscience in the decision made in each of these situations.

Discuss ways the following situations may affect the development of a child's conscience: (1) Child answers telephone. Parent asks who it is. Not wanting to speak to this person, the parent instructs, "Tell them I'm not here." (2) Clerk returns too much change. Child notices that parent knowingly keeps the extra money. (3) Parent finds a stray puppy and lets child assist in finding its owner. (4) Parent encourages child to share a new toy with a friend.

Observe children in a nursery school. Record incidents that reflect a child's character development. Share your observations with the class.

Write a brief description of an incident which you feel affected your moral development. How do you feel your parents have influenced your moral development? How do these influences affect your sense of responsibility as a future parent?

View the transparency "Difficulties in Learning Moral Concepts." (See p. 310.) Why are children confused at times about right and wrong? How can you make the child's learning easier?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
6. Personality development a. Self-concept	Brainstorm to identify ways adults can give children feelings of self-confidence, security, and worth. Describe the personality of a child you know. Has the child developed a self-concept? What is it? How has the child revealed his/her individuality? Observe a child over a period of time. Point out factors influencing the personality traits of the child. What appears to be the child's self-concept? What concepts do others appear to have of the child? Are these similar enough to promote self-acceptance? How happy is the child? What signs of adjustment or maladjustment do you observe? View the transparency, "The Child's Self-Concept is Influenced by. . ." and discuss other factors which influence a child's self-concept. (See p. 344.) Can you add any others to the list? Determine how self-concept can be affected by physical characteristics, by choosing from one of the following situations: (1) Binding one or both arms to side. (2) Binding legs together and walking with crutches. (3) Wearing a blindfold, or glasses which alter vision. (4) Walking on stilts. (5) Crawling. (6) Wearing clothing which will change the appearance of body build. Examine your feelings to find out how your self-concept is affected. How might a child's self-concept be affected? View the transparency illustrating ways our society assigns different names to similar qualities in boys and girls. (See p. 343.) [NOTE TO TEACHER: Boys are stereotyped as rational, active, and strong while girls are shown as emotional, passive, and weak. Have students brainstorm for more examples.] Which differences are innate? Which are culturally derived? How do parents and caregivers contribute to the differences? How may culturally derived differences affect children as they grow? How can both sexes be encouraged to develop positive self-concepts? Interpret the effect that a positive self-concept had in the story, "The Little Train That Could." View the transparency "Autonomy vs. Doubt." (See p. 375.) How does a positive self-concept encourage autonomy? How can a caregiver encourage autonomy?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Recall times when you felt inadequate or adequate. Explain the circumstances. Would a change in self-concept have been desirable? If so, how could it have been brought about?
	Assess the self-concept of a child you know. Is the child's self-concept appropriate? Identify activities which might help to improve the child's self-concept.
	Propose ways that parents can promote a positive self-concept and positive personality development in a child. Present the information to a parents' group.
b. Other determinants of personality	Describe a person you admire very much. What are her/his outstanding personality traits? Make a class list of desirable and undesirable personality traits. Can some traits be desirable in some situations and undesirable in others? Why or why not?
	Devise a check list of desirable and undesirable personality traits to use in evaluating children's personality development. How are these traits formed? Once undesirable traits are formed, how can they be altered?
	Give examples of various factors which influence personality development. Include such things as physique, health, intelligence, emotional reactions, family, school, religion, early experience, culture, acquaintances, motivation, name, and status.
	Outline factors you feel have influenced your own personality. Which factors do you feel have had the most influence?
	Read a case situation describing a young child's personality development. Determine the influence of the child's personality of the following factors: heredity, environment, learning, social pressures.
	Describe the early childhood of an acquaintance. Reflect on events during that critical period which may have influenced his/her personality.
	Use references to find Erikson's stages of psychosocial development. What activities and attitudes of the parent and caregiver, according to Erikson, will encourage healthy development? Examine the transparencies. (See

pp. 376-378.) How are freedom and acceptance important to the child? How do early experiences affect the adult? Give examples.

Role play situations showing possible effects of the following on personality development: the domineering, overprotective parent who won't let the child develop independence; the parent who gives in to the child's every wish; the parent who constantly belittles the child; the physically abusive parent; the alcoholic parent. Discuss possible solutions to problems.

Discuss the role of the following in fostering self-acceptance: reasonable goals, self-understanding, ability to see yourself as others do, and stable and favorable self-concept.

Describe someone you consider to be well-adjusted. By answering the following questions, show how this person's self-acceptance may have contributed to her/his adjustment. What personality traits does he/she possess? What effect has each trait had on the person's total personality development? What indications of self-acceptance do you see? What relationship can you see between the person's self-acceptance and the total personality?

c. Personality patterns/individuality

Look up the word, *individuality,* in several different sources, including the dictionary and psychology texts. Develop a class definition.

Write the word INDIVIDUALITY vertically on the chalkboard. Beside each letter write a word that may express individuality in a person. Examples, independent, natural, diverse.

Write a paper describing ways people show their individuality.

Examine the characters in various cartoon series to determine personality traits of the characters. (Examples: *Peanuts* and *Nancy.)* How are the characteristics shown?

Make a list of children you know. After each name, write down, as honestly as possible, what you like about the child and why, what you dislike about the child and why, and your reaction to the child.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Critique one of the following statements. "A child's personality is determined by the age of six years." "Until age two, all children exhibit the same personality traits." "Having different personality traits is a sign of maladjustment."
	Predict the reactions of a small child when a newcomer moves into the neighborhood. How may their reactions to newcomers differ from those of adults? How may children be taught to respect individuality?
	Role play a situation where a child comments on a difference in skin color or other characteristics which distinguishes "differences" among people. How can a child care worker reply effectively to this? Is it confusing to teach children that people are alike and different at the same time?
7. Social development a. Influencing factors	Name the factors that may influence social development. Include opportunities, motivation, guidance, self-concept, culture, standards, values, and ordinal position.
	Give examples or illustrate how various factors (handicaps, self-concept, opportunity, motivation, standards) may influence social development. For example: self-concept (Child is constantly criticized by parent; therefore the child may sit in the corner and play alone or may become overly aggressive.)
	Role play positive and negative situations to show how various factors influence social development.
	Examine your place in the family. How has it affected your social development? Your mental and emotional development? How could a young child be affected? Use the transparencies on siblings in your discussion. (See pp. 379-381.) What effects do the number of children in the family and your parents' attitudes have on your development? What are the positive effects? What are negative?
b. Tasks	Read selected references to gain a better understanding of socialization. Select a definition for *socialization*. Differentiate between prosocial, antisocial, and isolate behavior. State the steps involved in the process of socialization. Include developing acceptable behavior, playing by approved roles, developing positive social attitudes.

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Draw a bull's-eye target on the chalkboard. Write the word "child" in the center. Label each surrounding area to show how the child's awareness of society develops (e.g. family, neighborhood, school, community, city or town, state, nation, etc.).

Study the transparency on "Social Development During Childhood" to learn how socialization occurs. (See p. 307.) How does the number of significant people in the child's life change during childhood? How do the types of contacts change? How do the roles of others in the child's life change? How does the child's response to others change?

Read a biography or autobiography about the life of a famous person such as Helen Keller or Benjamin Franklin. What early experiences do you feel influenced the person's socialization?

Give examples of typical activities contributing to the socialization of children at different levels, such as interacting with family members, playing with other children, learning how to behave at social functions.

Discuss attitudes toward tidiness and our tendency to be neat in some ways and messy in others. How do our ideas about order influence our socialization, or does socialization influence our ideas about order?

Observe children to discover the influence of social groups at different age levels. When is the influence of the following groups the greatest: The same sex? The opposite sex? Adults? The gang?

Give examples of probable social experiences of children ages six months, one, two, three, four, five, and six years old. Discuss why it is important to have various social experiences throughout childhood. Relate early social experiences to later social behavior.

Give examples of possible consequences of a child's interaction with different social groups. Examples such as the following may be used: youngest or oldest child in a neighborhood "gang." the only boy or girl in the neighborhood group of children the same age, a child of one ethnic background playing with children of another.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Observe children at play. Record examples of their social behavior, such as bullying, teasing, cooperating, being shy, exhibiting dependence, or being aggressive. List the social skills needed in each example for positive social interaction. Share your observations with the class and discuss ways these social skills might be developed.

Observe children who find it difficult to belong to or get into groups. Note the leadership of some children, the shyness of others, aggressiveness, retreat, and the general "groupness" of the children. Did adults intervene or did the children handle siutations alone?

Make three puppets. Using the puppets, plan an activity which would stimulate a child's social development. Try the activity with a child and report the results to the class.

Plan activities for young children that would encourage social development. Visit a child care center or playground, and implement the activity. After implementing the planned activities, evaluate their success. Did all children get involved? Were the activities easy enough that all children could feel relatively successful? Revise the activities to improve where necessary.

D. Development of exceptional children
   1. Causes of exceptional children

View a film or listen to a guest speaker on reasons children may be exceptional. Define *exceptional child.* (An *exceptional child* is one who deviates from the norm physically, mentally, emotionally, or socially.)

Recall the earlier study of heredity and its effects on the child physically, emotionally, and mentally.

Cite ways the environment affects the development of children to the degree that they become exceptional. Brainstorm to identify positive and negative environmental influences. Note that some children who were not born mentally, physically, or emotionally handicapped are residents of institutions because of abandonment or severe neglect.

Present statistics on the occurrence of handicapped children among premature births. Give reasons why premature babies are more likely to be handicapped.

Examine case situations of a variety of exceptional children. Analyze each and determine possible causes.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Types of exceptional children	View a transparency illustrating the types of exceptional children. (See p. 345.) Why are gifted children considered exceptional? What special challenges may children in each group pose to their families? Make a four-column chart listing the types of exceptional children, characteristics of each, causes of each, and area of deviation: physical, mental, or emotional. Give examples of ways one deviation may affect other areas of development. Examples: A child who is mentally handicapped may also be socially and emotionally maladjusted. View films or read publications concerning the needs of physically, mentally, emotional handicapped, or intellectually superior children. Discuss such questions as: What constitutes a physical handicap? How can the physically handicapped child be helped to accept the limitation with a minimum of emotional conflict? Discuss the same questions for emotionally or mentally handicapped, or intellectually superior children.
a. Physically handicapped	Brainstorm to name physical handicaps you have observed in children. Cite the special needs of physically handicapped children. Discuss possible effects of being physically handicapped. In what ways have some physically handicapped persons learned to care for themselves? How may their families have contributed to the handicapped person's self-confidence and independence? How did the following handicapped persons succeed? Ray Charles, Helen Keller, Franklin D. Roosevelt, Beethoven, Stevie Wonder, Jill Kinmont? Give examples of other well-known persons who have become successful in spite of, or perhaps because of, their physical handicaps. Point out incidents from personal experiences and observations illustrating how physically handicapped individuals seem to have compensated for their disabilities. Volunteer to work with a handicapped child or handicapped children in a local facility. What special problems did you encounter? How did you handle these problems? What rewards did you gain?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Emotionally handicapped	Listen to a specialist in the community discuss guidance and discipline of the emotionally handicapped child, or view a film depicting guidance and discipline of the emotionally handicapped child.
	Interpret situations observed on educational television shows to summarize needs of the disturbed child.
	Predict the possible effects of parental attitude on guidance and discipline of the emotionally handicapped child, including parents not accepting the problem, parents rejecting the child, parents feeling guilty.
	Analyze case situations of emotionally handicapped children to determine possible causes. Point out behavior that illustrates an emotional handicap.
c. Mentally handicapped	Read current articles on mental disorders. What are common mental disorders? Are these disorders permanent?
	Research articles concerning advances in treating mental disorders. Determine whether or not the information is helpful in understanding mental handicaps.
	Give examples of mental handicaps that you are familiar with. Discuss these.
	Plan an activity to include a physically, emotionally, or mentally handicapped child. Try the activity. Report to the class. What was the child's handicap? What adaptations in the activity did you make to enable the handicapped child to participate? How did the handicapped child react? How did other children react?
d. Gifted	Read selected newspaper and magazine articles to gain a better understanding of gifted children. From these, identify problems and/or adjustments related to being gifted.
	Brainstorm to identify reasons gifted children might not make the best grades in school. Discuss these.
	Give examples, taken from newspapers, magazines, and television, of gifted children. Discuss the unique emotional and social adjustments encountered by each child.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a guest speaker, such as a special education teacher, doctor, or child psychologist, discuss children with special needs.
	Analyze the following statement: "The gifted owe society the benefit of their abilities." Find facts to support or deny this statement. Share your findings with the class. Does society owe the potentially gifted child anything?
	Plan an activity for a gifted child. If possible, implement the activity or allow a parent to implement it. What were the results?
3. Adjustments for family a. Physical b. Psychological	Listen as a guest speaker explains how parents may aid in the exceptional child's adjustment.
	Read about the life of Helen Keller or another exceptional person. Cite the effects of the individual's handicap on the family.
	Give examples of possible effects of the following parental attitudes on the development of the physically handicapped child. Include, guilt, pity, resentment, acceptance, apathy, and overprotectiveness. [NOTE TO TEACHER: The transparency on p. 382 summarizes possible negative reactions of parents to having a handicapped child.]
	Discuss the following statement: "Physically handicapped children need the same discipline and guidance as children without handicaps."
	Discuss the validity of the following statement: "Exceptional children should be given constant care and attention." What effects may this have on the child? On the family?
	Give examples of emotional adjustments the family of an exceptional child must make, such as admitting the reality of the situation to themselves or others, and overcoming feelings of self-consciousness, embarrassment, or shame.
	Determine the validity of the following statement: "An exceptional child's self-concept is determined by the attitudes of others."
	Discuss the following: "Children should be accepted for what they are." Give suggestions for ways to accept an exceptional child in the family.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a resource person discuss special care which may be needed by a handicapped child. As a follow-up, outline care needed in a particular situation.
	Debate the statement: "It is cruel to institutionalize a handicapped child." Identify situations in which you feel it may be best to institutionalize an exceptional child. What factors must be considered when the family decides to care for an exceptional child at home?
4. Costs to family	Brainstorm to list some special costs that may be necessary in caring for the exceptional child, such as medical care, special equipment, and special education. Give examples of ways parents may meet the costs of an exceptional child.
	Analyze financial problems of families with exceptional children. What alternatives were available in each situation? How could the family's budget have been adjusted to meet part of the expenses?
	Show ways in which a family's life style may be altered by an exceptional child. Examples: assistance from outside sources, additional employment, and an altered standard of living.
5. Community services	Listen as a guest speaker explains services available for exceptional children. [NOTE TO TEACHER: Possible speakers may include social workers, medical personnel, and special education teachers.] From what community resources could families with exceptional children obtain services free or at a reduced price?
	Give examples in your local school system of programs or services which are designed to meet the special needs of physically, mentally, emotionally handicapped, and intellectually superior children.
	Name community resources for aiding the exceptional child. Include special education programs, the March of Dimes, special schools, private and public institutions, a mental health society, health and welfare departments, doctors, etc. Point out services provided by each. Use the information to develop a Handbook of Community Resources for Parents of Exceptional Children.
	Research current educational policy for the handicapped. What financial help for education is provided? What are the educational rights of exceptional children?

COMPETENCY: *Ability to evaluate child care techniques*

TERMINAL PERFORMANCE OBJECTIVES:

Assess the basic needs of children.

Assess factors to consider in meeting the food needs of young children.

Assess factors to consider in the selection and care of children's clothes.

Analyze housing needs for the developmental stages of childhood.

Determine the health and safety procedures necessary for the care of children.

Assess factors to consider for a child's emotional health.

Design routines which meet the basic needs of young children.

Assess child care services.

CONCEPTS

IV. Providing Care for Young Children
    A. Basic needs

LEARNING AND EVALUATION EXPERIENCES

Write a personal philosophy on caring for children as a parent or child care worker. Keep the paper for future reference.

List on the chalkboard the basic needs of children, including food, clothing, shelter, love, interaction, self-esteem.

Research Maslow's theory of hierarchy of needs. Why does Maslow maintain that needs occur in stages?

Make a chart of Maslow's theory of hierarchy of needs. Choose pictures to illustrate each need. Where might you place yourself in the hierarchy? [NOTE TO TEACHER: A transparency of Maslow's hierarchy of needs is on p. 383.]

Work in three groups. Each group will explain how one basic need (food, clothing, shelter) changes as the child develops. Each group should share information about the need it discussed with the class.

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

List ways parents can meet children's needs. What responsibilities do parents have in providing care for children? What must a parent share with a child? What must a parent give to a child?

Give examples of situations where the physiological needs of a young child were not met. What behavior or result was exhibited by the child? Determine ways to meet physiological needs that have not been met. What will happen if these needs are never met?

Observe, while babysitting, how the basic needs of children are met by the parents. Point out evidence that physiological, love, and security needs are being met.

Compile a booklet titled, "Pointers to Parents" telling how basic needs of children may be met.

B. Food
  1. Nutritional needs

Study references or view transparencies on dietary needs of the infant and young child. (See pp. 284-285.) How do the dietary needs of infants and young children differ? What can a three-year-old digest that an infant cannot?

Study a recommended dietary allowance chart showing how a child's food needs change at various ages. How do the foods which meet a child's needs change during infancy and childhood?

Follow the USDA'S Daily Food Guide to interpret the nutritional needs of infants and young children.

Use a bulletin board to illustrate changes in a child's nutritional needs. Show needs of a one-year-old in one color, the needs of a two-year-old in another color, etc.

Prepare a report on the basic nutritional needs of a given child. Outline menus and snacks to meet the child's nutritional requirements for a typical day. Determine the style of meal service appropriate for a child of this age. [NOTE TO TEACHER: A transparency of recommended child-size portions is on p. 384.]

Work in groups to determine whether prepared menus meet the nutritional needs of an infant or young child. Make necessary adjustments to meet daily nutritional requirements.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Planning meals for children	List foods which are included frequently in a child's diet. Identify a suitable method of preparing food for the one-year-old, the two-year-old, and so on. Examples: mashed carrots for the one-year-old and raw carrot strips for the three-year-old.
	Read in selected references about factors to consider when planning meals for young children. List on the board such factors as color, nutrition, portion, size, seasoning, texture, and shape.
	Display meals, using food models, pictures, or actual foods which are appropriate and/or inappropriate for a child. Explain factors you considered in selection. Include type of food, nutritional value, digestability, taste, color, texture, attractiveness. How is color a clue to nutritional value?
	Work in groups to plan menus for a child of a given age. Prepare one meal from this plan. Analyze each meal according to criteria for meal planning. Consider color, texture, shape, temperature, variety, flavor, and nutritive value.
	Give examples of factors for the consumer to consider when selecting food for the infant or young child. Inlcude convenience and preparation. How do quantity buying, use of food substitutes, comparison shopping, and consideration of nutritional content apply?
	Study nutrition charts for children at different ages. What factors influence the cost of feeding a given child? How does the size of the family influence the cost of feeding each member?
	Make a weekly menu and grocery list for a parent with an infant or young child. Obtain prices at various grocery stores to show differences in cost.
	Analyze the weekly menu and grocery list. Determine ways that costs could be cut while maintaining the same quality of foods.
	Using a budget, plan a week's menu for a parent with an infant or young child. Devise menus that fit a limited budget. [NOTE TO TEACHER: Give the students realistic budget figures to work with, varying to match income levels appropriate for your community.]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Evaluate the menu prepared on the limited budget. Are the child's food requirements met? Do the menus have pleasing color, texture, and flavor combinations?
3. Emotional aspects	View a transparency, film or filmstrip, or recall mealtime situations to illustrate emotional aspects of mealtime. (See p. 287.) Cite factors contributing to happy mealtimes. Include comfort, relaxed atmosphere, pleasant conversation, and a sense of family togetherness.
	Develop and present skits illustrating unpleasant mealtime situations. Summarize factors contributing to disagreeable atmospheres. Suggest ways of improving these situations. Present additional skits showing ways in which the mealtimes have improved.
	Demonstrate how a family meal may be changed to meet the needs of children at different ages. Include simple alterations in choice of food, style of service, time of meal, and menu.
	Demonstrate ways to encourage a reluctant child to eat. Use verbal and nonverbal encouragement.
	Identify common problems of food preference. Examples: food fad, eating one food exclusively, refusing milk, etc. Suggest simple, effective solutions.
	Determine the possible effects of the following mealtime situations on a young child's emotions; parent bribing child with sweets to eat; family eating separately rather than together; and family watching television during meals.
	Determine possible effects of the following mealtime statements on a child's emotions: "Children must always eat everything on their plate." "Your child was extremely bad today."
4. Mealtime environment	Brainstorm to list factors which may contribute to a relaxed mealtime atmosphere. Include attitude of family members, lack of distractions, and appearance of table.
	Discuss ways that the atmosphere at mealtime can affect a child's willingness to eat. Give examples of ways to create an inviting mealtime atmosphere.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide into groups to give examples of different kinds of mealtime environments. Include environments which are relaxed, hurried, quiet, noisy, and tense. As a class, interpret possible effects of each environment on the child's eating habits.
	Role play a family's mealtime situation. Include table setting, conversation, attitudes, and menu. Predict the possible effects the situation may have on the child's eating habits.
	Arrange table setting, appointments, and furnishings to create a pleasant mealtime environment. Explain how physical arrangements may or may not be conducive to a pleasant mealtime.
5. Feeding and eating habits of the young child	Name desirable and undesirable eating habits an infant or child may develop.
	Observe a child's eating habits at each age level. Relate them to the developmental tasks typical of each age level.
	Invite children to class for a snack. Observe their eating habits. Evaluate how the experience could have been improved.
	Give examples of ways children develop food habits. Include imitation, direct teaching, and gaining approval. What long-range effects might be caused by poor habits developed early in life?
	Analyze the following statements to determine their effectiveness in encouraging good eating habits. (1) Clean your plate. (2) You can have dessert after you've eaten all your food. (3) If you are good, I'll buy you a candy bar.
	Use a transparency to compare serving portions for a child to those for an adult. (See p. 384.) View a diagram of child-size portions on a luncheon or salad plate. Judge the effects the size of servings and size of plate have on the child's development of good eating habits.
6. Teaching with food	Brainstorm to identify basic concepts which may be taught through food. Include color, size, shape, texture, temperature, numbers, and socialization.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Give examples of foods that would allow the teaching of basic concepts, such as size, shape, texture, temperature, numbers, etc.
	Observe a child eating. Point out ways that different areas of development are influenced as a result of the child's eating habits.
	Work in groups to plan ways to teach a basic concept using food. Volunteer to teach the concepts at a day care center, nursery school, kindergarten, or play school. Example: Colors may be taught using finger foods served as snacks, such as orange (carrot sticks), green (green pepper strips), and red (tomato wedges).
	Evaluate the effectiveness of teaching basic concepts with foods. Judge this by how well the children learned the basic concepts being taught.
	Differentiate between meal patterns of your culture and those used in other cultures. Present your report to classmates. How does culture affect development? How do traditions affect development?
C. Clothing 1. Physical factors	List physical factors to be considered in determining a child's clothing needs. Include housing, environment, age, rate of growth, sex, activities, and physical maturity.
	Give examples of physical changes and achievements during the preschool years that may influence clothing needs. Include walking (requires shoes), toilet training (requires training pants), growth in stature (requires differently proportioned clothing).
	Brainstorm to determine the importance of properly fitted clothing for a preschool child. Include emotional, social, and physical effects of improperly fitted clothing.
	Explain standards for sizing children's garments. Include sizes such as "infant," "toddler," "children." Notice variation among these categories. Explain how to measure a child to determine the correct size.
	Discuss the following statements: "Children's clothing should be purchased by age." "Clothing for children should be several sizes larger so the children can grow into it."

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View displays, pattern books, or catalogs to discover ways children's clothing may include growth features. Display clothing with features that allow for growth. Include adjustable straps, deep hems, double rows of snaps, tucks at shoulders, horizontal or vertical pleats.
	Read selected references to identify considerations in selecting clothing for a child, such as: fit, style or design, quality, room for growth, construction, fabric, and care. Illustrate these through pictures from magazines or catalogs.
	Analyze specific children's garments to determine how well they meet a child's physical needs. For what activities are the garments suitable?
2. Social and emotional aspects	Brainstorm to list ways clothing influences the emotional and social development of children.
	Role play situations depicting children's emotional reactions to ill-fitting or unsuitable clothes. What social implications do these situations have? Possible situations: Child is toilet trained but wears clothes he or she can't manipulate. Child is engaged in active play but shoulder straps keep falling down. Active child sent to play in dressy clothes and told not to get dirty.
	Debate whether appropriate clothing contributes to positive emotional development of the child.
	Describe historic costumes which indicate that in the past the following was thought to be true: "A child is a miniature adult." Why would clothing styled like that of adults be inappropriate for a child? How do today's clothes for children reflect various aspects of the child's life, such as play, interests, movements, and growth?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

3. Dressing

List rewards children gain when learning to dress themselves, such as: independence, self-confidence, responsibility, and pride.

Cite coordination needed for dressing oneself by executing the following tasks using the hand you normally do not use: fasten and unfasten large and small buttons, zippers, or grippers.

Name self-help features which would aid a child in dressing.

Find magazine pictures or bring actual garments that illustrate self-help features for children. Share these with the class.

Show on a bulletin board self-help features which may aid the young child learning to dress. Use items, pictures, or drawings to show large buttons, front zippers, elastic waists. Suggested caption: "Help Yourself".

Design a garment with self-help features for a child of a given age. Include at least three features that would allow children to dress themselves.

Critique a classmate's plan for a garment with self-help features. How practical is the garment for use and construction?

Select a specific self-help activity, such as buttoning buttons, putting on socks, or brushing teeth. Identify the steps in carrying out the activity. Demonstrate the steps in accomplishing the task. Ask your classmates to critique your demonstration. Were the steps identified clearly? Were the description and demonstration appropriate for the child's age? If possible, try the activity with a child. Report the results to the class.

Observe children of different ages dressing themselves. Point out varying abilities to dress at different ages.

Plan ways for allowing young children to make clothing decisions within acceptable guidelines.

4. Care of clothing

Discuss reasons ease of care is important for children's clothes. Include the following: changing roles of mothers, necessity of frequent washing, changes in standards of living.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

Divide chalkboard into two columns. In one column, give examples of desirable care features of children's clothing, such as Sanforized, colorfast, washable. In the second column, list undesirable features, such as dry clean only, nonwashable trims, lacks permanent press finish, and not colorfast.

Read labels and give examples of information that may be helpful to the consumer when selecting infants' or children's wear.

Analyze care labels on children's clothes to determine the practicality and cleanability of chosen garments.

Evaluate the ease of care of children's garments displayed in class. Compare the garments to find the garment with the greatest ease of care. Is it the most practical? Is there a difference between ease of care and practicality?

Use pictures and descriptions from catalogs to plan an "easy-care" wardrobe for a child.

5. Consumer buying

Give examples of ways to save money on children's clothes. Include using hand-me-downs, renovated garments, items bought on sale or at the end of season, new garments made at home.

Illustrate through the use of a display ways that children's clothes may be reinforced for longer wear. Suggestions: patches on knees and elbows, double stitching of seams, French seams, double seats on underwear.

Show on a bulletin board ways to make a garment useful for a longer period of time. Use pictures showing coordinated outfits, multipurpose garments, garments with growth features. Suggested caption: "Use your ¢'s and Save Your $'s."

Develop guidelines to use when selecting children's clothes. Compare your guidelines with those on the transparency. (See p. 291.) Write an article on selecting children's clothing for your local newspaper.

Use a budget and plan a child's wardrobe for the coming season. Consider items that the child already has and those that can be repaired or remade.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Appraise the child's completed wardrobe for the coming season. Does it meet the child's physical needs? Social and emotional needs? Will it enable the child to dress herself or himself? Are the items durable? Easy to care for? Appropriate for the allotted budget? Propose any changes you feel would improve the child's wardrobe.
D. Space 1. Privacy	Brainstorm to list the needs a child has in terms of space. View the transparencies, "Space for Children" and "Housing Needs of the Child." (See pp. 292 and 385.) What needs can you add?
	Use design books or other references to derive a class definition of *privacy*. Explain why privacy is important to you. Why is privacy important to the young child? How are the reasons the same or different?
	Give examples of ways to provide privacy in the home for the young child. Examples: room dividers, such as screens, bookcases, and hanging beads; individual storage places for clothes and toys.
	Tell how your home might be changed to provide privacy during the temporary or permanent stay of a child.
	Plan at least three ways privacy could be provided for a child in your home. Use drawings or illustrations to share your plans with other class members.
	Use magazine pictures to show how privacy can be provided for a child. Include plans for low, middle, and high income families. Share your pictures with the class.
2. Safety	View filmstrips, transparencies, or pictures that depict safety practices appropriate for homes where young children are present.
	Look through magazines to find articles or pictures of ways safety for the child may be provided through housing. Summarize and share your findings with the class.
	Apply safety principles to increasing the safety of a given home in which a toddler lives. What safety practices did you suggest? What changes in the home were necessary to make each change?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Point out unsafe features by having a "hazard hunt" to locate hazards "planted" in the homemaking department. [NOTE TO TEACHER: "Planted" items may include exposed electric cords, scatter rugs, scissors on low tables, unprotected electrical outlets, fans, open heaters.] Correct hazards to make the department safe.
	Determine changes in your home that may be required if a young child of a specified age is to visit for a month. Make changes that will make your home safer for young children.
3. Aesthetic considerations	View pictures illustrating children's spaces that are pleasing aesthetically. Name colors that are most common in these areas.
	Give examples of things that make a child's space look pleasing. Base your examples on the pictures viewed previously. Discuss the pleasing aspects of examples with classmates.
	Analyze a picture of a child's space that is not pleasing to look at. Point out areas that are drab or unpleasant.
	Use the above picture and suggest ways to make the room more pleasing. Make do-it-yourself plans that cost little or no money.
4. Children's activities	Identify characteristics of children's activities which affect their housing needs. Examples: playthings require storage space; active play requires room for moving; some creative activities require washable surfaces; failure to comprehend danger necessitates safety precautions.
	Illustrate through pictures special storage needs related to children's activities. Examples: low bars in closets and bathrooms, low drawers, shelves for toys, storage for outdoor equipment, step stools for reaching sink.
	Collect information on storage facilities appropriate for children's belongings. Point out those which were most and least expensive. Describe situations in which each might be appropriate.
	Construct a plan to provide space for children's activities in your home. In what activities might the child participate? How much space is required for each activity? How messy is each activity? What changes would need to be made?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Describe ways parents can structure the child's environment to provide learning opportunities. How can the size and shape of space and how it is organized affect learning? How can storage influence a child's learning? How can space be provided and organized for various activities of children? How does the amount and type of play equipment influence children's learning opportunities?
	Cite ways a preschooler's activities may necessitate housing changes. Consider activities which are very active, messy, or noisy.
	State how the activities of a child entering school may affect housing needs. What new activities may the child have when entering school? How may these affect housing needs? How may housing affect a child's activities, and how may a child's activities affect housing?
5. Play and recreation	Review types of play and recreation for children.
	Give examples of specific play activities, and describe indoor or outdoor space and equipment needed.
	Use a given situation to discover how to make provisions for a child's play and recreation. Suggested situation: Family has three children (ages 2, 5, 7), three bedrooms, no den, and carpeting throughout the home. What provisions might be made for various activities of the children? How might messy activities be handled?
	Study a case situation describing the play and recreation equipment available for a given child. Is it suitable for the child's age level? Suitable for more than one purpose? Does it encourage creativity? A variety of activities? Suggest equipment which would meet needs not provided for in existing equipment.
	Develop a list of basic play and recreational equipment to meet the needs of children of different ages. Use a variety of references and catalogs as resources.
	Propose play and recreation equipment which fits a specific family's budget and meets the needs of a given child.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Identify ways outdoor play equipment can be substituted inexpensively. Find or draw pictures of items to share with the class.
	Design play and recreation equipment which might be made or built at home. Use inexpensive materials, such as old tires, wood scraps, or railroad ties whenever possible. Share your plans with the class. [NOTE TO TEACHER: Students can build several items as a service project for the school's kindergarten or for a local day care facility.]
	Visit a park to observe the play equipment available for children. Identify the equipment available and ways you observed children using it. What equipment was unsafe? Why? What safety features were included? How might play facilities in a nearby park influence a family's selection of housing?
6. Consumer aspects	Study decorator catalogs or magazines to find ways to use discarded items or to substitute furniture and equipment inexpensively.
	Give examples of ways to provide inexpensive furnishings for a child's use. Suggestions might include finishing or refinishing furniture, buying secondhand furniture, borrowing furnishings.
	Make a bulletin board showing multipurpose furnishings. How may this reduce the cost of furnishing a child's personal space? Suggested caption: "More Love Than Money."
	Plan ways to use items on hand or secondhand items for a child's funishing needs. Examples: Cover crates or boxes with wallpaper or cloth for storing clothing, toys, or shoes.
	Critique your plan for creating furnishings that meet a child's needs economically. Consider the cost, the aesthetic quality, and the practicality.
E. Health and safety 1. Health habits a. Bathing	Give examples of ways bath time changes as the child grows older. Does bath time get longer or shorter? Are baths more or less frequent?
	Brainstorm to identify ways to make bath time enjoyable for the young child. What did you enjoy most at bath time when you were a child? How do you make hair shampooing more enjoyable?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Illustrate through a display or pictures ways to make bath time a pleasant routine. Include mitts and sponges, bath toys, attractive towels.
	Plan three ways to make bath time interesting for a child who dislikes baths. What educational value does water-play have?
	Discuss safety rules for a child's bath. Why is supervision necessary? Should a child be allowed to "play" in the water?
	Outline the steps in assisting children of various ages and abilities take a bath. Point out safety precautions and special needs of various ages.
b. Hygienic habits	List hygienic habits children should establish early in life.
	Give examples of hygienic habits you practice daily that you developed as a child. Share these with the class.
	Illustrate through posters ways to encourage habits, including cleanliness. Display posters in elementary schools and nurseries.
	Write jingles or make up finger games to encourage hygienic habits. Present them to young children and report their reactions.
	Examine one health habit that a child should practice. Determine how you could teach a child this habit. Outline the steps.
c. Sleep and rest	Read about the sleep habits and needs of children. Name factors which influence sleep habits, such as rest periods, peaceful atmosphere, and environment. Itemize on a chart the amounts of sleep usually needed by children of different ages.
	Discuss the advantages of regular nap and bedtime routines. Why do young children need rest? How can you tell that a young child is tired? Summarize factors which influence good sleep habits. Include privacy, adequate ventilation, and comfortable bed and sleepwear.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Describe ways to get the environment and the child ready for naptime or bedtime. Identify ways to help children sleep at naptime or bedtime. Discuss ways to help a child end naptime or wake up in the morning.
	Role play to show how to handle problem bedtime situations. Examples: child wants to watch TV, child wants story after story, child gets up numerous times, child has nightmares.
d. Toilet training	Read selected references concerning readiness for toilet training. List the signs of readiness. Include bladder and bowel control, emotional stability, social expectations, ability to communicate. List advantages of waiting until child indicates readiness before attempting toilet training.
	Read selected references and find examples of steps involved in toilet training. Describe desirable procedures for toilet training. Summarize possible problems associated with toilet training.
	Discuss factors to consider regarding timing and procedures for toilet training.
	Listen to a pediatrician discuss the old-fashioned methods of toilet training as compared with present methods.
	Discuss the following questions: How may the parents' attitudes affect the child? What may result if toilet training is begun too early? When would it be advisable to postpone toilet training until a later date? How may toilet training affect a child's self-image?
	Show how use of proper clothing and equipment facilitates toilet training. Examples: potty-chair, training pants, self-help clothes.
2. Professional medical care	Name agencies in your community which provide health services to young children and their families. Use a telephone directory and community service directory as resources.
	Brainstorm to summarize reasons for regular medical and dental checkups during childhood.
	Think back to your childhood experiences of going to the doctor or getting medical care. Give examples of things you feared and why you feared them.

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Role play situations depicting a parent taking a child to the doctor. Possible waiting room situations: Mother says, "If you're not good, the doctor's going to give you a shot," or "Be good so the doctor can help you." Father says, "Only babies are scared of doctors," or "We all get scared sometimes but I'll be with you." Discuss the possible reactions of children to these situations.

3. Childhood diseases/ illnesses

Cite childhood diseases/illnesses which you remember having or that you remember another child having. As a class make a list to identify those which seem to be most common.

Use references to identify ways to prevent childhood illnesses/diseases. Name the diseases which can be prevented.

Summarize ways to prevent childhood illnesses/diseases. Include good health habits, inoculation, sanitation, avoidance of exposure, diet.

Study resources to find examples of diseases which have been eliminated or controlled through use of inoculation.

List the basic immunizations needed by children under six years of age. Which are required for entrance to your school system?

Make an immunization record for yourself. Include shots and boosters, with the date each was given. Keep the record up-to-date.

Analyze case situations about children with specific diseases or illnesses. Find out if the illness/disease could have been prevented. Share your findings with the class.

View a film or transparency on childhood diseases/ illnesses. [NOTE TO TEACHER: A transparency on the signs and symptoms of illnesses are on p. 289.] On a chart, list various childhood diseases/illnesses and describe symptoms of each. How do signs of illness differ in infants from those in older children? What clues can you get from the child's eyes, nose, throat, skin?

Outline steps to take when a child becomes ill. How can you decide when the child can be treated at home, needs to see a doctor, or needs to be taken to a hospital?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Draw a slip of paper describing the symptoms of specific childhood diseases/illnesses. Determine what disease/illness is being described and give precautions which should be taken.
	Work in groups to study causes, symptoms, and care procedures related to a particular illness/disease. Present this information in skits. For example, act out a scene in which a child complains to the parent about a headache, sore throat, or upset stomach; the child visits the doctor, is asked specific questions, and a diagnosis is made; the parent cares for the child at home.
	Analyze childhood diseases/illnesses to determine precautions which may be necessary in caring for children with specific diseases/illnesses. Examples: refraining from activity, eating restricted diet, taking special medication.
	Describe ways to keep germs from spreading. What personal habits are important to prevent the spread of germs? How can care of clothing and bedding prevent the spread of germs? Why is isolation of sick persons important?
	Share a childhood hospital experience (your own or that of someone you know) with the class. Identify the fears or misconceptions of the child. Discuss ways each child could have been handled effectively.
	Brainstorm to identify ways to make hospitalization less frightening to a child.
4. Accident prevention	List childhood accidents which you remember having as a child. Which seem to be accidents common to many children?
	Discuss the accuracy of the following statement: "Some children are accident-prone." What factors may contribute to childhood accidents? Why do boys usually have more accidents than girls? What seems to be the most common cause of childhood accidents?
	Interview young parents to find out what materials are kept strictly out of their child's reach. How does this technique indirectly guide the child's behavior?

CONCEPTS **LEARNING AND EVALUATION EXPERIENCES**

Identify ways poisons can harm the body. Did your list include swallowed poisons, poisons on the skin, poisons in the eye, and poisons that are inhaled?

Study references to identify poisonous substances found commonly in the home. What precautions should be taken to prevent children from getting into such substances?

Make a list of plants or parts of plants which are poisonous. [NOTE TO TEACHER: A local greenhouse or nursery may let you clip samples of poisonous plants. Seal in clear plastic bags and label with the name of the plant and symptoms of the poisoning. Allow the students to examine in class. Be sure to collect samples before the students leave. Samples will keep under refrigeration.]

Make a list of steps to follow in case of poisoning. How do procedures vary according to the type of poisoning?

Study consumer information on choosing a child safety restraint for cars: What type restraint is best for infants? Child to 40 lbs.? Older child? Why should a young child not be secured with an adult seat belt? Why should an infant not be held in the arms of an adult? Why should a young child not be restrained in the same seat belt with an adult?

Plan and carry out a campaign to make parents in your community more aware of child safety in automobiles. Use posters, radio spots, and newspaper articles to present the information.

Listen to a police officer, nurse, or insurance representative discuss vehicle and street safety for children.

Analyze your childhood accidents to determine if they could have been prevented, and if so, how.

Compile a check list of safety techniques to practice when caring for young children. Share the list with young parents. Did they have additional suggestions?

Develop a story, poem, song, or activity which might be used to teach young children safe practices. Present your idea to a young child. Record the child's reaction. Did the child seem to understand the concept?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
5. Emergencies/first aid	Brainstorm to identify emergencies which may occur during childhood.
	List occurrences which require first aid. Include burns, falls, shock, choking, drowning, bleeding, fainting, and swallowing poisons.
	Listen to a fire fighter speak on fire hazards for children, and emergency measures to take for children caught in a fire.
	Read selected references or view a film concerning first aid or emergency treatment. Explain procedures to follow in each situation.
	Study transparencies showing the steps for helping a person who is choking; and for giving artificial respiration to a child. (See pp. 386-387.) [NOTE TO TEACHER: Research indicates hitting the child sharply on the back while the child's head is down may precede the Heimlich Maneuver.]
	Develop two posters, each illustrating a safety practice. Display the posters in your classroom.
	Enroll in and complete an American Red Cross first aid course. Select one part of the course and give a demonstration or report to your class or FHA/HERO chapter.
	Make first aid kits as an FHA/HERO project to be given as gifts or to be sold.
	Study references to keep a child calm emotionally during emergency treatment. Should a child be told, "It won't hurt"? Work in groups to develop guidelines for treating children.
	Give examples of information which should be located near the telephone in case of emergencies.
F. Emotional health	Make a bulletin board depicting basic interaction needs of children. Include pictures showing affection, belonging, and companionship. Suggested title: "Magic Touch of Love."

CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Describe ways of supplying affection, a sense of belonging, and companionship to a young child during the daily routine. Include smiling and talking to the child, praising accomplishments, sharing work experiences, etc.

Read cases on child abuse. Analyze these to point out how child abuse prevents a child's love needs from being met. Research why children might be abused by their parents or by other people.

Locate a definition for "self-esteem." Compare the definition with those found by your classmates.

Explain ways parents may promote children's self-esteem. Include providing love, praising accomplishments, giving support in difficult times, encouraging abilities, and giving constructive criticism.

Discuss ways parents can provide self-help opportunities for their children. How do self-help opportunities encourage self-esteem? How does self-esteem affect learning? Why does doing too much for children discourage learning?

Role play situations in which family members may help a child develop self-esteem. Examples: John has trouble learning to ride his bike. Mother takes Kay to the zoo. Jeanne learns to tie her shoes.

Divide into groups. Each group should propose three ways to encourage the development of self-esteem in young children. Present your ideas to other groups.

Study definitions of *self-actualization*, and read articles which explain what this term means.

Brainstorm to list needs related to self-actualization. Include success, recognition, new and varied experiences, and cognitive clarity.

Explain ways parents may promote self-actualization in children. Examples: exposing child to a variety of experiences, providing love, praising accomplishments, giving support in sad times, encouraging abilities, giving constructive criticism, and allowing independence.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Demonstrate ways in which family members may help a child develop self-actualization. Activities might include: listening to a child, using a child's name when talking to the child, showing children their reflections in a mirror.
	Read a novel about a family with children. Point out evidence that a child's basic needs are (or are not) being met. Which needs do you feel were met to the greatest degree? To the least degree? Tell how needs of the children in the novel might be met better. What effects would your suggestions have on the family's life? On their resources? Share your analysis with the class.
G. Routines	Brainstorm to determine the importance of routine for a young child. Include security, ability to follow a schedule, responsibility.
	Give examples of daily activities in the care of a one-year-old child. Describe changes necessitated when the child is two, three, and six. How would the routines at each age vary?
	Discuss the following statements and give examples to illustrate their meanings: "Routine gives the child a sense of security." "Routines become habits." "A habit is an automatic routine."
	Read and analyze a case situation describing how a given family manages its daily routines, time, energy, and money in relation to the children. Did the daily routines meet the needs of all family members? Were any tasks left undone? Why? How were tasks divided among family members? What energy-saving techniques were used? Was the family able to meet its needs within its budget? What problems were encountered? How were they solved?
	Work in groups to study specific management problems related to children. Propose management procedures for handling each problem. Share your solutions with the class.
	Listen as a parent or entire family discusses managing daily routines. Listen as they propose management procedures for specific management problems. Compare your proposed procedures with theirs. Which would be the most effective?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
H. Child care services 1. Types	Brainstorm to list the types of child care services available for parents with children. List child care facilities available in your community. Use the telephone directory and classified advertisements from your local newspaper in compiling the list. Identify the types of child care services. Include family day homes, training centers, privately operated preschools, philanthropic (community welfare) agencies, industry-owned-and-operated centers, cooperative facilities. Note differences in services offered by each. Listen to a community resource person such as a social worker or minister explain the types of child care services available. Name each type of child care service and give the characteristics and licensing requirements for each. Examine a home child care center as described by the teacher. Point out advantages and disadvantages of a home care situation. Listen to a person from a local Head Start program describe the program. What are the purposes of the Head Start program? Who is eligible for child care in the Head Start program?
2. Emotional considerations	Illustrate through cartoons or drawings the possible effects of child care services in the following "before-and-after" situations: Before Tom is quiet and shy; after.... At first, Rose cries when left at the child care center; now... Before Melinda wanted all the toys; now... Analyze the following situations: (1) Charles has been in a day care center for three weeks and cannot adjust to the routine. (2) Brenda's parent(s) must work. Should she, an only child, be left in a day care center, sent to Grandmother's, or left at home with a babysitter? (3) Frank's mother no longer works, but Frank does not want to leave the day care center. What effect does the child care center appear to have had on the child's behavior in each situation? Suggest possible solutions to the following problems in preparing a child for a child care center: Eddie wants to take his puppy to the child care center. Amber won't eat anything but peanut butter sandwiches. Cass cries when left at the center.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Criteria for evaluating child care services	Read selected references on the minimum standards for day care facilities. Prepare a list of characteristics of quality day care facilities. Include sanitation, equipment, attitude of employees, atmosphere, and utilization of space. Interview parents of young children to learn what they look for in choosing a day care center for a child. Report your findings to the class. Visit a child care center or observe a child care center in a film. Use a prepared check list to determine the quality of the center. Point out a child's activities during a day at a child care center by means of a bulletin board. Use pictures showing activities of the day. Suggested title: "Around the Clock at the Day Care Center." Were a variety of activities provided? Were they well-planned? Were they appropriate for the child's age? Describe an atmosphere which you feel would encourage learning. Compare your description with those of classmates. Were the atmospheres described relaxed or tense? Were the people harsh and uncaring or loving and encouraging? Take a field trip or volunteer to work one day at a day care center. Outline the daily routines observed at the center. Evaluate the adequacy of equipment and space, the personal support given by the workers, and the total program structure. Visit two child care centers to observe their outdoor play areas. Write a description of each. Describe the setting, size, shape, and equipment provided in each. Identify three things that you feel are well-planned to meet children's outdoor play needs. Develop a plan for adapting a family home to meet the standards for a family day home. Interview persons who operate such homes for suggestions. Study state licensing standards for such homes. Share your plan with the classmates and teacher to critique your plan.

COMPETENCY: *Ability to match child's developmental level with appropriate expectations and activities*

TERMINAL PERFORMACE OBJECTIVES:

Analyze ways children learn.

Assess ways to motivate the child.

Evaluate techniques for teaching children.

Appraise the role of play in the young child's learning.

Evaluate toys, equipment, and materials in terms of their appropriateness and contribution to a child's learning and development.

Determine the role of communication in a child's learning.

Analyze the affective and social value of child's play.

Plan activities which contribute to a young child's learning and development.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
V. Play and Learning A. Ways children learn 1. Conditions for learning a. Maturation	Review definitions of the following terms: *maturation, learning, growth, and development.* Identify a skill which is learned in early childhood. Attempt to identify the maturation necessary to learn the skill, ways opportunities can be provided to learn the skill, and ways to encourage the child to practice the skill. Plan an activity for a two-year-old which would help the child develop a concept such as similarity, tactile sensation, listening, or using words instead of gestures. Try the activity with a two-year-old. Report the results to the class. Plan an activity which would help a three-year-old to handle books or to listen. Try the activity with a three-year-old. Report the results to the class. Plan an activity which would help a four-year-old learn a concept, such as properties of objects. Try the activity with a four-year-old. Report the results to the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Plan an activity which would help a five-year-old child expand vocabulary, understand relationships (taller/shorter, larger/smaller, etc.), classify objects by color, tell time, or recall and demonstrate safety practices. Try the activity with a five-year-old. Report the results to the class.
	Observe a group of children of various ages. Determine various levels of physical growth and maturation that have occurred at each age. Are there differences at the same age? Share your findings in class.
	Associate the child's maturation with new skills the child has learned at each age. How are the two related?
	Convert the following into more desirable situations for encouraging learning at the child's own level: toilet training at nine months, insisting on grownup table manners at 15 months, complete self-dressing by age three. Describe possible ill effects if these situations are not altered.
b. Opportunity	Name ways that adults can encourage a child to learn by providing opportunities for learning. Examples: allow child to do for self by providing a variety of opportunities, praising accomplishments, expressing an interest in the child's activities.
	Recall preschool experiences that were important learning experiences for you. Describe the experiences to classmates.
	Bring to class a toy or other item, or a picture of an item which encourages learning. Describe how the item may be used to help a child learn a particular skill. For what age child would it be most appropriate? What types of maturation would be necessary before the toy could be useful to a child? What opportunitites for learning does the item provide?
	View children's television programs and analyze them to determine methods used to stimulate learning. What learning opportunities do the programs provide? How can parents use television to provide learning opportunities? Report your findings to the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Compare the learning opportunitites of children in various cultures. How may such practices as confining a child during infancy affect the child's opportunity to learn?
2. Learning patterns	Define the following training patterns or ways children learn: *Modeling*—copying others. *Trial and Error*—exploratory, trying various types of behavior before finding success, satisfaction, or approval. *Directed learning*—planned and supervised learning experiences which lead to predetermined goal. [NOTE TO TEACHER: Transparencies illustrating learning patterns are on pp. 296-299.] Select pictures to illustrate the ways children learn. After discussing each, create a bulletin board using pictures in each category. Use the pictures on the bulletin board and analyze each to determine what the child is learning in the situation. Discuss with classmates. Work in groups to learn a game no one in the class has played before. Group I—Attempt to play the game by trial and error with no directions. Group II—Watch your teacher and chosen helpers play the game; then attempt to play it without any directions. Group III—Listen [illegible] your teacher explains and shows you how to play the game. How did your past experiences help or hinder you in learning the game? Which group learned to play the game the fastest? The most correctly? Define *incidental learning* as conclusions reached merely by chance, without intention or calculation. What is learned may be factual, totally erroneous, or somewhere in-between. Give examples of situations where you have observed a child's incidental learning. Example: Child repeated something an adult said or did, figured out how something worked without being shown, or reached a conclusion based on own experiences. Make play dough in class. [NOTE TO TEACHER: Play dough can be made by using 1 cup flour, ½ cup salt, 1 cup water with food coloring added, 2 teaspoons cream of tartar, and 1 tablespoon cooking oil. Stir

together in medium saucepan and cook over medium heat 2-3 minutes until mixture becomes rubbery. Cool and knead. Store in airtight container.] Explain how this experience could be a learning experience for a child. Name various things a child might learn without realizing it or being told. Do with a child. Report to the class.

Identify incidental learning which may result from exposure to such things as touching various surfaces, playing with a ball or a rubber band, or touching the oven door.

Recall the story about Chicken Little. What happened to make Chicken Little think the sky was falling? Was this an example of incidental learning? Can you think of other examples?

Recall instances where a child had a misconception. How did the child acquire the misconception? Was incidental learning involved? How?

Break into groups. Analyze the following situations to determine what incidental learning has occurred: (1) A child has a loving, friendly puppy and thinks all dogs are loving and friendly. A dog bites the child, and the child decides all dogs are vicious except his/her dog. (2) Water play causes excessive fear and then no fear. (3) Child is spanked. (4) Child likes a specific food. Child becomes ill shortly after eating that food although the food did not cause the illness. Child now dislikes the food.

Propose a situation involving children that would encourage incidental learning. If possible, try this experience with a child. Did incidental learning occur? How could you tell? Share your experience with the class.

B. Ways behavior is motivated
   1. Motivational techniques

Read selected references on *motivation.* Name ways that an adult can encourage a certain behavior in a child.

Create a bulletin board to illustrate the major ways behavior is motivated. Include examples of direct or indirect teaching, modeling, trial and error, incidental learning, and directed learning.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	View films or filmstrips, or observe situations depicting the effects of practice, guidance, and motivation upon the development of tasks such as feeding and block building. Relate these effects to the acquisition of motor skills.
	Role play situations to show how positive reinforcement encourages the completion of tasks in young children.
	Analyze the following statements and revise them to make a statement that would encourage a child to behave as directed. (1) Don't stand on the table. (2) Don't take gum from your mouth. (3) Don't hit the puppy. (4) Don't throw the toy. (5) Don't get in the mud. (6) Don't play in the street.
	What guidelines would you suggest to help a child care worker determine whether children are allowed enough free choice or too much? How much structure do children need?
	Identify a developmental task which some children fail. Write a story from the child's point of view about the feelings of failure. Read stories aloud in class and discuss what a child care worker could do to help the child do the task successfully and have the self-concept reinforced.
2. Stimulation of curiosity and interest	Formulate a class definition of *curiosity*.
	Give examples of interest in someone or something.
	Demonstrate nonverbal behavior that a child might display as a sign of curiosity. Explain how to tell when curiosity is being shown.
	Participate in a task with a young child. Note the child's level of interest in the activity, and when the child appears to be losing interest. Stop the activity at that point. Report your findings to the class. What signs of interest did you notice? What signs indicated the child was losing interest in the activity? How long was the child's attention kept?
	Interview parents and teachers to discover problems school-age children have in learning. How may these problems stem from stifled curiosity or lack of interest? What solutions do parents and teachers propose for these problems?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Analyze the following questions to determine the importance of curiosity for motivating behavior. Where would we be if others before us had not been curious? How has your curiosity changed your life? In what situations have you seen children display curiosity?
3. Stimulation of creativity	Define *creativity*. How is creativity determined? Can it be measured? Can one child be said to be "more creative" than another? How is creativity related to problem-solving?
	Give examples showing relationships between creativity and a child's intellectual growth. How does creativity increase when encouraged? How may it be stifled? How may a child's imagination contribute to creativity?
	Research current references to learn how creativity in young children is more a process of problem-solving than a "gift" resulting in a "product." How does a child approach problem-solving creatively?
	Give children a wide selection of toys and objects to play with. Observe their play. What objects and toys seem to stimulate creativity? Why? What objects seem to stifle creativity? Why?
	Research how to stimulate creativity. How does a teacher or caregiver's attitude influence creativity? How does environment influence creativity? [NOTE TO TEACHER: A transparency on encouraging creativity is on p. 340.]
	Role play some situations where a child's creativity was stifled. What could have been done differently to stimulate creativity?
	Give each class member an item, such as paint, spools, buttons, or clay. From these materials construct a creative "something." Discuss each item asking the following questions: Is your item creative? Why or why not? If not, how may your creativity have been stifled? If it is creative, what may have encouraged your creativity?
C. Teaching techniques 1. Role of parents/ caregivers	Discuss the role of parents and caregivers in helping young children to learn. What responsibilities does each have? How can both work cooperatively?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Debate one of the following: "People cannot increase their basic intelligence." or "Basic intelligence is formed in the first five years of life."
	Interview parents of young children to learn the demands of helping a young child learn. Have the parents found ways to turn everyday activities into learning experiences? If so, how?
2. Effective techniques	Study references to identify effective techniques for working with young children. How might the techniques used by parents, caregivers, and teachers be similar? Different? How important is the environment in working with young children? How important is the adult? How does the child's age influence the techniques used?
	Review developmental tasks of young children from birth to five years. How does the developmental level of the child influence learning activities which are appropriate? How does the child's age and development influence the teaching techniques used?
	Visit child care facilities, a preschool, a kindergarten classroom, or a grade school classroom to observe the teaching techniques used. Share your observations with your classmates. Note differences in teaching techniques used at each age level.
	Listen to a preschool or kindergarten teacher describe the learning activities planned for one week. What skills were being developed? What concepts were being taught? What teaching techniques were used?
	Identify skills on which reading, writing and arithmetic are based. Examples: hand-eye coordination, naming objects, placing similar objects together. Discuss ways each skill could be encouraged by a parent or caregiver using common materials and activities.
	Identify a common, everyday experience a young child is likely to have. Example: eating. Suggest a way to use the experience to teach different concepts to a child. Concepts might include differences in shape and size, taste, temperature, texture, pattern, color, and form. What teaching techniques would you use? Indicate the age child for which the experience is appropriate. Share the experience with the class.

Develop guidelines for teaching young children. Share the guidelines with parents, caregivers, and teachers of young children. Revise the guidelines using their suggestions. [NOTE TO TEACHER: Guidelines should include such suggestions as the following: Children may learn to dislike learning if pressured by overanxious adults. Avoid pressuring the child to learn. Expect peaks and valleys in interest and learning. Let the child's attention span dictate the length of activities. Learn to enjoy the teaching-learning situation. Establish a pleasant child-centered environment with a minimum of distractions.]

Discuss the importance of learning to think and act from the child's viewpoint when planning and carrying out activities.

Develop empathy for a child by trying to visualize the world from the child's point of view. Identify a skill a young child might be learning and try to identify the thoughts and problems the child might have in tackling the new skill.

Give an example of a statement you have heard a young child make which could only be understood when it was heard from the child's viewpoint. Example: Child sees a brown cow and says, "Dog."

Identify negative things parents and caregivers should avoid to prevent damage to the child's self-concept. Examples: talking to another adult about the child while the child can hear; using words of judgment such as "good," "bad," "stupid" or "slow" when referring to a child; constant nagging or scolding; correcting a child's speech; embarrassing or humiliating a child; comparing a child with siblings; accentuating negative things about a child; stressing competition between children so someone wins and someone loses; withholding food as punishment; using physical punishment against a child. How would each affect a child's self-concept?

Study references to identify techniques of reinforcement, including praise, encouragement and rewards. What precautions should be taken when using each? How can rewards reinforce the wrong behavior? Example: Giving food as a reward may encourage overeating.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Identify a learning activity which you might use with a young child. Assume that the child has difficulty with the task. Explain how the level of difficulty could be adjusted to ensure success. Why is it important to provide sufficient challenge for the child? Why should the first experience be a pleasant one? How could the desired behavior be reinforced?
	Read a book about a handicapped child. Describe ways the child's parents and caregivers worked to develop the child's potential. Describe three successful learning experiences used with the child.
	Identify ways in which children can be gifted or talented. Develop an activity which would encourage a specific child's gift or talent. If possible, try the activity with a gifted or talented child. Report the results to the class.
	Develop a questionnaire which will determine whether a person has the right attitudes for working with children. On what did you base your decisions?
D. Role of play in learning 1. Definition of play	Define *play*. How does play contribute to a child's learning?
	Cite the meaning of *play*. Complete the following: "Play is the child's. . ." Share your ideas with class.
2. Value of play	View transparencies or filmstrips depicting the value of play for the child. Discuss the role of play in the child's development. [NOTE TO TEACHER: Refer to transparencies in the area of development, pp. 388-394.]
	Bring to class pictures of children at play. Examine the pictures to determine possible values of the activity.
	Review ways play encourages creativity or problem-solving by using the transparency, "Creativity is Encouraged Through. . ." (See p. 340.) Determine how play and creativity are related. How can a parent's attitude about play encourage or discourage the child's problem-solving or creativity?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Types of play	List the types of play on the chalkboard. Include: free, spontaneous, dramatic, organized, and manipulative play. Identify benefits children derive from indoor and outdoor play. Give examples of activities representing different types of play that you have seen children participate in. [NOTE TO TEACHER: Transparencies on learning activities are on pp. 388-394.] Construct a bulletin board from pictures depicting different types of play. Suggested captions: "It's All in the Game," "Play is ..." "Happiness is..." Observe a child playing. Determine types of play in which the child is engaged. Give possible influences of this play on the child's development.
E. Learning aids 1. Types a. Toys and play equipment	View a filmstrip on toys and play equipment. Give examples of development that are encouraged by playing with toys. [NOTE TO TEACHER: Transparencies on toys and types of play are on pp. 388-394.] Recall toys, play materials, and equipment you especially enjoyed when you were young. Recall items which you disliked. Discuss reasons for each. Visit a child care facility to observe the following: materials used to help children learn, outdoor equipment used to develop large motor abilities, indoor equipment used to develop small motor ability and coordination. Ask the person in charge why items are arranged or grouped as they are. As a class decide which materials were essential, optional, or unnecessary. Observe a preschool child in a home or school setting. How does the arrangement of equipment or supplies make it hard or easy for the child to play?
b. Homemade materials	Find instructions for making toys and play materials at home. Examples: play dough, finger paint, a pull toy, a sand bucket. Demonstrate how to make the toy or material and describe ways it could be used to teach a child various concepts. [NOTE TO TEACHER: Directions for making play dough are on p. in a learning experience.] Compare homemade and purchased toys and play materials. Which is more expensive? Would both contribute to children's learning? When might homemade play materials be advantageous?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Household items	Identify home conveniences which encourage child learning. Examples: a footstool to stand on while washing hands; a lower clothesbar so clothing is easy to reach; personal belongings in easy reach.
	Identify common household items, such as macaroni, buttons, spools, cans, wrapping paper, clothespins, and containers, which can be used to teach a child basic concepts. [NOTE TO TEACHER: Every object or process is a potential teaching tool.]
	Choose one common household item and identify a way the item could be used to teach basic concepts to an infant, creeper, toddler, two-year-old, three-year-old, four-year-old, five-year-old. Consider the child's level of development, and characteristics at each age. Consider safety precautions.
d. Adaptations for the handicapped	Visit a school or class for handicapped children. Note the materials available in the class. Were any special adaptations made in the materials or equipment available? Were any special materials or equipment available?
2. Selection a. Learning value	Observe children playing in a child care facility or kindergarten classroom. Observe where the children are playing and the materials being used. Observe three children playing with the same materials. Are they using the materials in the same way? What could the children learn from their activities?
	Identify play materials and equipment that would encourage each of the following: (1) Use of large muscles, (2) Exploration, (3) Parts and wholes, (4) Language development, (5) Social development.
b. Age suitability	View films or read references on toys and play equipment suitable for different age groups. Predict the possible benefits derived. Why is it important that toys and play equipment be suitable for the child's age?
	Give examples of toys which would be suitable for a child of a given age. Describe the needs of the child at that stage of development and decide whether or not the toy would be safe.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Evaluation	Select a "toy" from a miniature toybox (a small, cardboard carton) with pictures of toys. Point out the characteristics of a child who would benefit from and enjoy this toy. Consider such things as age, physical development, special interests, social needs, family budget, position in family, safety.
	Research factors involved in selection of play items for children. Select a specific age group. Collect pictures of items and activities appropriate for this age group. Judge each toy or activity on its appropriateness for specific developmental tasks.
	Judge toys, using a prepared check list, to determine the most suitable toy for a particular child.
	View transparencies, pictures, or posters to identify factors to consider when selecting toys and play equipment. (See p. 334.)
	Read current consumers' publications on selection of toys and play equipment. Summarize the importance of careful selection of toys and equipment. Include safety, price, and suitability. [NOTE TO TEACHER: Articles on toy selection often appear near Christmas time. The U.S. Consumer Safety Product Commission has a list called TOYS.] How does the Child Protection and Toy Safety Act of 1969 protect children?
	Appraise toys obtained from a toy store, the homemaking department, neighborhood children, or from a nursery school to determine the appropriateness for a given age group.
	Create an original toy or piece of play equipment. Devise a check list to analyze the toy. Consider suitability for age group, adaptability, and safety.
3. Sources	Identify possible sources for learning aids. Examples: purchased, borrowed from a toy library, homemade. How could each alternative be used to meet the needs of families at different income levels?
	Visit one or more sources of learning aids for children: a toy library, a toy store, a school supply store, a garage sale. Describe the selection available, the educational value of the toys and materials, and the cost.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
4. Role of television	Interview children about what they like to watch on TV. Interview their parents to find out what they permit their children to watch on TV. How many hours per week is the child allowed to watch TV? How does this compare with the national average? Does the amount of TV watched vary with age? If so, how?
	Watch a TV program with a child. What questions or comments did the child give? What did the child learn? What did you learn about the child?
	Spend one hour watching a children's program on TV. For what age child is the program best suited? What did you like and dislike about the program? What concepts would the child gain from the program? What commercials were presented during the program? What concepts would the child gain from the commercials?
	Discuss ways parents can use TV effectively as a learning experience for their children. What role should parents play in selecting TV programs? In limiting the time spent watching TV? In discussing programs viewed with children? [NOTE TO TEACHER: A transparency on guidelines for TV for children is on p. 395.]
F. Large and small muscle coordination 1. Large muscles	Identify activities which would help a child develop large motor coordination. What does large motor coordination mean? Examples: balancing, stationary trunk movements, crawling, creeping, scooting, walking, running, galloping, skipping, hopping, jumping, leaping, climbing, throwing, catching.
	Discuss the importance of wheel toys in developing large muscles, and in allowing a child to develop independence.
	Discuss the amount and type of supervision children of different ages need when playing outdoors. What can parents and caregivers do to keep children safe during outdoor play?
2. Small muscles	Identify activities which would help a child develop small motor coordination. What does small motor coordination mean? Examples: picking up/inserting, fastening/unfastening, threading/lacing, squeezing/pinching, twisting/turning, pouring, cutting with a knife, cutting with scissors, holding and pounding, holding and printing/tracing/painting.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Analyze children at play or pictures of children at play to determine how play encourages the use of fine muscles and coordination. Point out equipment that encourages the use of specific muscles.
G. Communication skills 1. Techniques	Identify methods adults use to communicate with children. Are some methods of communicating better than others? How may methods for communicating with children vary according to the age of the child? Give examples of effective methods to use for communicating with children. Use references as necessary. Work in groups to develop skits that demonstrate appropriate and inappropriate ways to communicate with children. Present the skits to the class. Ask your classmates to point out the good and poor communication techniques used in each skit. Develop "Guidelines for Parents and Caregivers for Communicating with Young Children." Emphasize the importance of talking to the child frequently, of teaching correct pronunciation rather than baby talk, and of getting feedback from the child when teaching difficult concepts.
2. Language	Identify communication skills young children need to develop. [NOTE TO TEACHER: List should include listening; sharing experiences; acquiring a large and meaningful vocabulary; learning stories, rhymes, jingles, and poems; retelling simple stories; avoiding or overcoming baby talk; following simple directions; attempting creative language expression; increasing ability to hear and see differences between words (auditory and visual perception).] Observe a young child for fifteen minutes. Make a list of words you hear one young child use. Categorize the words as nouns, verbs, pronouns, etc. Compare your observations with those of classmates. How much difference does age make in the number and types of words used? Look through a child's dictionary and make a list of some of the common words a child should be able to pronounce and use correctly before entering school.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Listen to a speech teacher or speech therapist describe common speech problems of children. What words do young children commonly mispronounce? What causes stuttering and stammering?
	Choose and try with a young child an activity to encourage language development. (a) Talk to the child using toy telephones. (b) Teach the child a poem, rhyme, or jingle. (c) Teach the child a finger play. (d) Have the child talk on a cassette recorder. Report the results to the class.
3. Nonverbal communication	Identify ways young children communicate nonverbally at different ages. How do infants react to different situations with their bodies? How do young children show joy, fear, anger, love?
	Ask a child to make a gesture or nonverbal sound that expresses an emotion such as happiness, sadness, fright, excitement, or grouchiness. Record the results and report to the class.
	Compliment a child. Record the child's facial and body gestures, responses, or statements. Note the child's age. Compare your results with those of classmates. Does age make any difference in the reactions observed?
	Brainstorm to identify concepts children may get nonverbally from parents, such as attitudes toward sex roles, other races, family roles, work, school, values, and morality.
4. Written communication	Identify pre-reading skills a child needs to develop.
	Choose and try an experience which will help a child develop pre-reading skills. (a) Play with a real typewriter. (b) Make a homemade typewriter from a box. (c) Match individual letters to letters in a printed alphabet. (d) Cut out letters from newspaper headlines. (e) Circle words or letters in newspapers and magazines. (f) Make an alphabet book. (g) Play card games with letters. (h) Write words the child dictates. (i) Copy letters. Report results to the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
H. Affective and social experiences 1. Self-concept	Identify experiences which contribute to a positive self-concept. Why are day-to-day accomplishments important? How does encouraging the child to express doubts and fears provide opportunities to plan experiences which would contribute to a more positive self-concept? Ask a day care director or a kindergarten teacher to describe learning activities which contribute to a positive self-concept. Select and try an activity to help a child learn about specific parts of the body and what those parts do: (a) Look in a mirror and point to the body parts in a mirror. (b) Touch and name own body parts, your body parts, and those of a doll. (c) Find body parts in pictures of people and animals. (d) Show ways parts of the body can move. Report the results to the class. Help a preschool child make "A Book About Me." What was the child's reaction? How might this experience contribute to a positive self-concept?
2. Emotional controls	List on the chalkboard various emotions exhibited by children. Place a check mark by positive emotions and an X by negative emotions. Give examples of ways children exhibit emotions (verbally and nonverbally). Try to give ten examples of ways children may show each emotion listed on the chalkboard. Define *emotional controls.* Give examples of ways that parents and other caregivers help children learn to control their emotions. Discuss the importance of encouraging a child to talk about things that cause anger, fear, jealousy, or other emotions. Find pictures of children engaged in various activities. Analyze the pictures to determine the emotions that the children seem to exhibit. Is the child's behavior an acceptable method of expressing the emotion? Propose ways that a young child's attention could be diverted from a frustrating situation. Is this an effective method for controlling emotional outbursts? Why?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Compare the intensity, length, and frequency of a child's emotional display to that of an adult's. How does the emotional display differ for a child? Why is a child's emotional display different?
3. Respect	Tell in your own words what *respect* means to you. Compare your definition of respect with the definition of your classmates. Develop a class definition of respect. Recall instances of respectful behavior you have observed in family members, peers, and teachers. Recall instances of disrespectful behavior you have observed in others. How do the two types of behavior differ? Role play situations involving parent/child or caregiver/child to show ways each may show respect or disrespect to the other. Discuss. Recall times when statements made by others prevented you from doing or saying what you really wanted to. Give examples of "killer" statements and gestures, such as, "We don't have time for that now," or "That would never work." When have you used a "killer" statement to cover your true feelings as a defense? What can "killer" statements protect you from? Observe children and their use of "killer" statements. Plan an activity which would help a child learn to respect others. Try the activity with a child. Record the results. Share your findings with the class. Develop "Ten Principles for Showing Respect to a Child." How could observing these principles encourage positive relationships between parents/caregivers and children? How could showing respect to a child help the child develop respect for others?
4. Social competence	Study references to identify the social values of play. Explain how play affects social development. View films or filmstrips of children at play, or observe real children. Describe characteristics of children's play. Role play to show the characteristics of social development revealed in children's activities. Visit a nursery school or kindergarten and observe children at play. Determine the areas of social development influenced by the various play activities. Observe one child for a given period of time. Share your observations with the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
I. Experiences with books and stories 1. Selection	Interview parents and teachers to identify favorite poetry, songs, and verse for young children. Share your findings with classmates.
	Study references to identify qualities to look for in books. Report your findings to the class. Develop a class list of guidelines for selecting children's books. What qualities should you look for in selecting books for a two-year-old? A three-year-old? A four-year-old? A five-year-old?
	Develop lists of books which would be appropriate for a child at age two, three, four, and five. Did you find some books which would be appropriate for a wide age range?
	Make a list of books which help develop basic concepts and school readiness. Examples: color, comparisons, information, letters and words, shapes, sounds, touch, nature, science, and time.
	Make a list of books which deal effectively with special concerns of children. Examples: minorities, single-parent families, death, illness, birth of a sibling, separation from parent, fears, relationships with family and friends.
	Using the guidelines developed by the class, evaluate children's books such as *Goodnight Moon* by Margaret W. Brown, *Where the Wild Things Are* by Maurice Sendak, *Grandmother & I* by Helen E. Buckley, *Peter Rabbit* by Beatrix Potter, or *Pat the Bunny* by Dorothy Kundhart.
2. Sources	Identify inexpensive sources of children's books. Examples: garage sales, friends and relatives, used book sales at libraries.
	Visit your local public library to learn what services for young children the library has. Which of the following services are available: book check-out, story hour, filmstrips, films, records, puppet shows, toy library, reading contests? What other services are available?
	Obtain information on children's book clubs. Compare features and costs of books from different clubs. How do the costs compare with retail prices?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Use	Identify ways to use books with young children. [NOTE TO TEACHER: Suggestions might include listening as stories are read or told, looking at pictures, telling what is in pictures, describing what is happening in pictures, describing what is happening in pictures, telling what people in pictures might be saying.]
	Encourage a young child to make a book by drawing and coloring pictures. Have the child make up a story while you write the words beneath the picture. Report the results to the class.
	Help a young child make a book using magazine pictures. Have the child dictate story captions for the pictures.
4. Storytelling	Discuss reasons adults read to young children. How can persons reading to the children contribute to the child's development? How can it encourage fantasy? How does it contribute to positive relationships between adults and children?
	Read selected references or watch children's storytime at the library to identify techniques for telling stories to children. Describe ways to make a story more interesting to a child. Include making gestures, sounds, tones, pictures, and using child's own name.
	Divide into groups to practice storytelling. Individuals take turns telling stories to the group.
	Listen as your teacher reads a children's book, first without feeling or discussion, then with feeling, taking the parts of the characters, stopping to explain words which a child might not understand, and asking questions and pointing out details in the pictures. Which reading would contribute most to a child's enjoyment? Learning? Relationship with the reader?
	Practice saying words frequently found in children's books so that you convey the meaning of the word by the way you say it. Use words like "fast," "slow," "drip," "creepy," "hot," "cold," "big," "little." Use a tape recorder and read a children's story out loud. Play the recording back and note whether you speak distinctly and pronounce words correctly. Did you speak too fast or too slowly? Did you use your voice to add drama to the story? Ask a classmate to help evaluate your storytelling.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Brainstorm to list attention-getting devices for specific children's stories with which you are familiar. Examples: Ask questions about the picture on the cover. Relate the title to something the child is familiar with. Ask questions about the picture, the title, words in the title. Bring an object related to the story and discuss.
	Read a children's book. Identify ways you could involve the child in the story by having the child point to pictures, make sounds, repeat phrases, mimic characters' actions, guess the end of the story, relate to own experience, etc.
	Read a book to a child or small group of children. Use an appropriate attention-getting device and appropriate listener-involvement activities. Report the results to the class. [NOTE TO TEACHER: For an FHA/HERO or community activity, students may read to children in a hospital, children's home, or library. The students might organize a "story hour" for children. Have students carry out the plan, evaluate the results, and make suggestions for improvement.]
	Write and illustrate a book or story for a child at a given developmental stage. Read the story or book you created to a group of children (or other class members). Have your classmates critique the quality of the story and the development encouraged. Did children like the story? Why or why not?
J. Dramatic activities	Study references to identify dramatic activities appropriate for young children.
	Observe children playing "dress-up". Explain the role of this activity in children's development.
	Encourage the children to act out the roles of people in their daily lives: father and/or mother, a delivery person, storekeeper, fire fighter, mail carrier, neighbor.
	Dramatize a favorite story of a young child. Use one of the following techniques: acting out the story, flannel board, roller movie, shadow play, puppet. Dramatize for children and report their reactions.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Demonstrate easy techniques for making puppets. Examples: (1) Draw a face on the palm of your hand with chalk, a soft lead pencil, or tempera paint. Secure around your arm a sleeve cut from an old shirt. Make a wig to slip over your fingers by fringing the edges of a toe cut from an old black sock. (2) Make a paper bag puppet. (3) Cut figures of people from a mail-order catalog and staple to small wood sticks. (4) Draw faces on fingers cut from old rubber gloves.
	Create a puppet show for children. After presenting it, allow the children to play with the puppets and make up their own puppet show.
	Help a child dramatize a fairy tale or other story. Let the child choose the story. Involve other children, if possible. Record the results and your reactions. Report to the class.
K. Music experiences 1. Value of music	Identify the value of music in children's lives. How do early music experiences contribute to enjoyment of music, building self-confidence, building vocabulary, strengthening concepts and pre-reading skills, and stimulating creativity? Identify things young children can learn from music. Did your list include learning to listen, learning to sing, learning rhythm, responding actively to what is heard through motions, encouraging participation, making up songs, using musical instruments, learning to dance?
	List reactions that children may have to music. Possible reactions may include singing, dancing, keeping time, clapping, drawing.
2. Types	Describe different types of musical experiences for young children. Did your list include singing activities, listening activities, using musical instruments, musical activities and movements, and rhythm instruments?
	Observe and try one of the following music activities with a young child: (1) Sing to the child. (2) Use a record or recorder to play different types of music. (3) Play a musical instrument. (4) Sing rounds such as "Row, Row, Row Your Boat." (5) Sing a lullaby. (6) Play musical chairs. (7) Listen for "music" in the air: wind, trees, birds, water, animals, rain, windshield wipers. (8) Clap to keep time with music. (9) Dance with the child. Report the results to the class. How did the reactions vary according to the child's age?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Selection	Identify from selected resources points to be considered when choosing songs for preschoolers. How long should songs be? What subjects would interest children? What characteristics should words, phrases, and melodies have? What characteristics should the rhythm, or beat, have? Between what note range should children's songs be written? How can familiar songs be adapted to songs about new subjects? Make up a song which can be sung to a familiar melody, using the name and interests of a child you know. Sing the song to the child. Report the child's reactions to the class. Listen to a children's record. Select motions appropriate for young children to do with the song. Develop guidelines for selecting music and musical activities for young children. Ask a kindergarten teacher, a music teacher, and a day care director to critique your guidelines. Were their answers similar?
4. Homemade instruments	Demonstrate how to make a homemade rhythm instrument, or suggest ways to use items in the home as musical instruments. Identify the materials needed. Show step-by-step procedures. Demonstrate how the instrument works. Suggestions might include: (1) Placing around a box rubber bands to plunk. (2) Filling glasses with different levels of water, then playing them with a spoon. (3) Attaching around two nails a string to strum with another nail. (4) Putting pebbles in a coffee can to shake. (5) Providing two pot lids to clang. (6) Putting on a string perforated bottle caps to shake. (7) Attaching sandpaper to wooden blocks to rub together. (8) Putting grains of sand in a plastic box to shake. Use the instrument you made with a child. Report the child's reactions to the class.
L. Art experiences 1. Benefits	List benefits of art activities, such as development of creativity and aesthetic expression. Why is art important to the child? Develop a bulletin board or write a paper illustrating the benefits to children of creative art experiences. Identify "art" activities which may stifle a child's creativity. Examples: coloring books, directed activities, demonstrations by parent or caregiver on how to draw an object or an idea.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Art materials	Identify art materials which provide a variety of learning activities for the preschool child. Examples: crayons, chalk, felt-tip pens, pastes and glues, scissors, paper, tempera paint, finger paint, tapes, stick and gum materials; three-dimensional materials such as string, sewing notions, toothpicks, straws, pipe cleaners, noodles, and dried vegetables and flowers. Demonstrate one of the following to the class: (1) Making homemade paste (2) Making homemade play dough (3) Making homemade finger paint.
3. Characteristics by age	Collect drawings done by children of different ages. Compare the amount of detail, correctness of proportions, and techniques used at different ages. Examine drawings, paintings, or colorings made by children of different ages. Point out evidence of personality and growth. Identify a creative art activity which could be used with a two-year-old, a three-year-old, a four-year-old, a five-year-old. Find a picture to illustrate each activity. Use the pictures for a poster. Share the poster with your class. Explain why you selected each activity for a particular aged child. Why do the activities differ? Plan an activity for a preschool child. Try the activity with a child and report the results to the class. The activity might be vegetable printing, sponge printing, modeling, collages, junk art. Demonstrate how you would provide a particular art activity for a young child. Identify the equipment and materials needed for the activity. Explain how you would prepare for the activity and how you would supervise it. Discuss possible ways a child might react to the activity. For each reaction suggested, identify statements which could be used to guide the child's behavior. Describe ways to involve and guide the child in cleaning up and putting away after the activity is completed. Volunteer to plan and set up an exhibit showing the art activity.
4. Adult responses	Discuss possible responses an adult might make to a child's art. Which responses would encourage the child's creativity and foster a positive self-concept?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Role play a situation involving a child and an adult in which the child is making a clay doll. The adult praises the child for making the doll, then criticizes that the arms are too long and the proportions are wrong. The adult insists on making a face on the doll despite the child's protests. Discuss what took place. At what point did the feelings change? What do you think the child felt? Propose more positive comments and approaches for the caregiver. Role play the new version.
	Discuss ways a parent or caregiver can encourage a child to try when the child says, "I can't make a dog; you do it for me."
M. Science experiences 1. Benefits	Identify facts young children need to learn about their environment. Describe how science activities would help a young child to learn about the environment. Examples: animals–trips to the zoo; trees–observing and touching trees each season, shoes–making moccasins; plants–growing a plant from a seed; soil–playing in the dirt or mud.
	Brainstorm to identify possible objectives of science experiences for young children. How can science experiences help develop awareness, curiosity, a sense of wonder, and appreciation of self and the world? How can science experiences encourage a good attitude toward science? How can science experiences develop the skills needed for problem-solving? How can science experiences teach children to evaluate collected information?
2. Reasoning and problem-solving	Create a list of questions which would encourage a young child to think. Use questions which cannot be answered with "yes" or "no," ones with more than one answer. Try the questions with a child. Record the child's responses. Report the results to the class. How can you encourage children to explore and ask questions?
	Review the steps for problem-solving. Explain how a child could use these steps. How can parents or caregivers teach children to use the steps in problem-solving?
	Select a problem often faced by a child and propose ways to help the child solve the problem. How would you convey this plan to a child? Indicate the child's age and share the problem and the proposed solution with the class.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Role play to show typical problems children face. Examples: neighborhood children won't play with the child; child's favorite toy is broken; brother won't let the child go with him and his friend; parent expects the child's room to be kept clean.
	Analyze the above situations to determine how problem-solving skills could be used in each situation. Discuss.
3. Activities	Discuss ways parents and child care facilities can provide for the following types of activities: water play, cooking, carpentry, experiences with animals.
	Brainstorm to list all the possible ways a child could play with water and sand.
	Demonstrate ways a child or children can play with water and sand. Determine ways development is encouraged by sand and water play.
	Observe children with water and/or sand at the pool, in the sandbox, at nursery school, in the bathtub, in the yard, etc. Record behavior and conversation. Report to class. Determine the development involved in each.
	Identify an experience which would help a child to use the senses, to examine materials, to collect similar things, to compare and contrast things. Record the results of the experiences.
	Identify the five sense classifications. Suggest a science activity using one of the five senses.
	Take a child on a nature walk. Look for opportunities to expose the child to the vastness of the surroundings. Call the child's attention to fine details, such as an ant crawling up a blade of grass or dew on flower petals.
	Develop and try one of the following activities with a young child: (1) Have the child lie on a big piece of paper. Trace around the child's body. Add features and label body parts. (2) Make up a game that tests the sense of smell. (3) Create an object-guessing game to play while blindfolded. (4) Have a neighborhood pet show. (5) Collect and label pictures of animals, machines, airplanes, boats, foods, fabrics, cars, land and

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	water scenes, mountains, bees, flowers, plants. (6) Plant a seed or root a plant in water. (7) Go to the planetarium or museum. (8) Experiment with magnets. (9) Make a pinwheel and watch the wind move it. (10) Make a terrarium. (11) Make a toy telephone using two cans and a string. (12) Make a seed necklace. Notice the child's response to the activity. Do you feel the activity was appropriate for the child's age and developmental level? Report the results to the class.
N. Math experiences	Develop a bulletin board to illustrate premath classification experiences appropriate for young children. How could these experiences help to develop the child's concepts of space, position, shape, number, part and whole, and measurement? Describe activities which would help children of different ages develop number concepts. Play "Which Hand Has It?" with a young child to help the child develop the concept of location. Shuffle a small object back and forth between your hands. Stop and ask the child which hand has the object. If the guess is correct; give the child a turn and you guess. Select a premath classification experience to demonstrate to your class. Explain how you would present the experience to a child. What preparation is needed? How would you supervise the activity? Select and try one of the following activities to help a young child develop number concepts. (1) Locate and identify things at home which make up a set, such as dishes or furniture. (2) Compare the size and weight of things. (3) Measure and keep a record of the child's height and weight. (4) Locate channels on the television set. (5) Measure ingredients for recipes. (6) Find the time of a favorite television show on a play clock. Notice the child's response to the activity. Do you feel the activity was appropriate for the child's age and developmental level? Report the results to the class.

COMPETENCY: *Ability to select and use appropriate child guidance techniques.*

TERMINAL PERFORMANCE OBJECTIVES:

Analyze various methods of guidance.

Determine effectiveness of various methods of guidance in supporting the development of the child.

Assess society's role in protecting the rights of children.

CONCEPTS

VI. Selecting and Using Appropriate Guidance Techniques
  A. Guidance
    1. Characteristics of guidance

LEARNING AND EVALUATION EXPERIENCES

Read a selected reference on the guidance of children. Cite a definition of *guidance*. Define *direct guidance* and *indirect guidance*. Give examples of each. Summarize by viewing transparencies on direct and indirect methods of guidance. (See pp. 346-347.)

Discuss reasons children need guidance. Did your reasons include safety, physical and emotional health, social development, self-concept, and self-control?

Brainstorm to identify long-term and short-term goals of guidance. Summarize by viewing transparencies on long-term and short-term guidance. (See pp. 351-352.)

Categorize direct guidance techniques as physical, verbal, or affective. Why are all three types of guidance important?

Observe a parent, caregiver, or teacher guiding a young child. What direct guidance techniques were used? Which seemed to be the most effective? Explain.

Develop a list of things to keep in mind when guiding young children. Use references to aid you. Compare your list with the items listed on the transparency, "Guidance Methods With Young Children". (See p. 353.)

Explain ways parents or caregivers may provide guidance for children in the following situations: Jane cries whenever she does not get her way. Darryl does not put his toys away. Joe refuses to eat. Kim finds many reasons for postponing bedtime.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Predict possible outcomes in the following situations if proper guidance is not provided: A child always insists on being first; parents make no efforts to teach sharing. A child is clumsy; parents ridicule the child. A child shares toys, but the parent insists that other children will break them.
	Observe a young child in a home or day care setting. How were equipment and supplies arranged to make it hard or easy for the child to behave appropriately? Did events appear to be sequenced or scheduled? How do arrangement and scheduling guide children indirectly?
a. Kindness	Report (without giving names) unkind behavior toward children you have observed. Should children be treated with less kindness and consideration than peers? Adults?
	Role play a caregiver giving instructions to a child in a detached, uncaring manner. Repeat the same situation, having the caregiver show kindness and caring toward the child. Participants of role play reveal to the class the emotions they experienced while role playing. Would a child feel the same way? Discuss.
	Role play ways of giving positive direction to a child instead of negative directions beginning with "don't."
	Work in pairs (one caregiver and one child) to role play correcting a child in a firm but kind manner. Reverse roles and repeat. Report your feelings to the class.
b. Clarity	Think back to directions you have been given by an adult or peer. Give examples of directions that were hard to understand. Share your examples with the class.
	Act out situations involving the use of guidance with young children. Show the ability to provide clarity in guiding young children.
	Analyze several statements to determine their clarity. Explain what makes these statements hard to understand. [NOTE TO TEACHER: Write several sets of information or instructions that are wordy; have long, complex sentences, big words, etc.] Rewrite the statements to make them simpler and easier to understand. How would the use of simple directions aid in guiding children?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
c. Setting limits	Predict the possible effects of lack of guidance in a society. What decisions might you have to make each time you drove a car, went shopping, or became angry?
	Identify ways parents provide guidance for young children. What results may occur if children have too few limits? Too many limits? No limits? How can parents develop clearly defined limits?
	Give examples of limits your parents set for you. What changes were made in your limits as you grew older? How did your limits at different ages vary from those of your classmates ? Why do you think your limits were more or less restrictive than those of your classmates ?
	Interview several parents to learn about the limits they set for their child(ren). How old are their children? What limits have they set for their children? On what considerations did they base the limits? Have the children's limits changed? If so, how?
	Read descriptions of several children. Assume each child broke a given rule or showed the need for guidance in the same area. Outline ways that limits could be set. How would limits serve as a guide for the children?
	View films of children in a situation requiring guidance. Propose limits for each situation to aid in guiding the behavior of the child. How would you help the child understand the limits?
d. Consistency	Develop a class definition of *consistency*. Why is consistency important in guidance? What effects does inconsistent guidance have on a child?
	Give examples of ways parents can show consistency in guiding the behavior of their children. Explain why this is important.
	Write situations about guiding young children. In one case show inconsistent guidance, and consistent guidance in another. What are the possible effects of each on the child's behavior?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss ways parents' and caregivers' behavior affects their ability to guide young children. Why must adults put children's needs before their own? Why is it important for adults to set a good example? How can learning about children's growth and development aid in guiding young children? How can getting someone's help in evaluating a problem situation aid in providing the most appropriate guidance?
	Role play situations to show the results of inconsistency in guidance. Predict the possible results on the child's later behavior. Mother says, "Yes;" Father says, "No." Parent allows child to "get away" with something one day, but punishes the child for the same offense the next day. Older child was never allowed to stay up late; younger child is. Why is consistency important?
e. Rewards	Differentiate between *rewards* and *bribes*. Why are rewards valuable and bribes detrimental?
	Discuss incentives *other than* "bribery" to encourage a child to go to bed, to pick up toys, to treat others kindly, or to share.
	Give examples of situations where rewards for behavior might be appropriate. How do rewards serve as a means for guiding a child's behavior? How may use of rewards cause other problems? Example, rewarding a child with food may contribute to obesity.
	Name possible rewards for desirable behavior, such as a special outing, a small treat, extra attention to the child. What rewards can a child get from misbehaving?
	Describe a situation you know in which a reward was given to a child. Designate the reward as being appropriate or inappropriate based on class discussion.
	Suggest appropriate rewards for the behavior of the child in each of the following situations: Raymond brings home a picture from school; Colette behaved very well on an afternoon shopping trip; Charlie put toys away without being told.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Discipline as a form of direct guidance	Define *discipline.* Then discuss the following statement: Discipline is necessary for a person to become happy and well-adjusted. View the transparency "Child Needs Filled by Discipline." (See p. 311.) What results when there is no discipline? How is discipline a positive guidance technique? Using the transparency "Logical Consequences vs. Punishment," discuss ways discipline which emphasizes the logical consequences of a child's actions differs from punishment. (See p. 294.) What are effective alternatives to punishment? Distinguish between discipline as a positive guidance technique and punishment in given case situations. How does the focus differ for the two? Revise situations where punishment was used so that discipline becomes a positive method of guidance. What did you do to change the situation? Read about methods of discipline in selected references. List various methods of discipline. Include *authoritarian, permissive,* and *democratic.* [NOTE TO TEACHER: A transparency on methods of discipline is on p. 293.] Analyze the methods of discipline; then discuss the following questions to determine how each method is used. What is the purpose of each? Who makes the decisions in each? What type of adult citizen will each produce? Listen to a panel of teachers, day care workers, and parents discuss discipline of young children. Ask questions. Compare disciplinary incidents with your classmates. What types of discipline appear to be most effective? Least effective? Analyze the activities of groups such as the Scouts to point out how their activities may result in discipline. What methods of discipline encourage self-discipline?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Give examples of situations where various methods of discipline were used. Give reasons for this variation of methods.
	Describe ways discipline may vary in the following situations: one-year-old child throws food; four-year-old child throws food; ten-year-old child throws food. Explain why various methods were used.
	Analyze a school or home situation in which a child is disciplined. What method was used? Which method do you consider best in this situation? Why?
	Develop a list of pointers for disciplining children. Include considerations in choosing the type of discipline, and ways to avoid punishing a child.
B. Guiding behavior	Make a list of characteristics you would like your own child to have. Rank the characteristics from most important to least important. Discuss with your classmates how you should treat or guide children if you want these characteristics to develop.
	Participate in a circular discussion in which each class member identifies a positive guidance technique and ways to apply it.
	Describe the value of guidance techniques which help a child develop a positive self-concept. How can the use of the following techniques contribute to a positive self-concept? Positive feedback, giving the child attention before it is demanded, helping the child label feelings, and observing the child's strengths and weaknesses in order to meet the child's needs. Why is it important to help a child learn to deal with feelings and emotions?
	Role play a situation where you must explain to a child why the child is not allowed to do something. How can you explain without resorting to "because I said so"?
	Role play use of one of the following direct guidance techniques in an adult-child interaction: demonstrating, leading, restraining, removing, gesturing, using body language, guiding verbally, listening carefully, using eye contact, using short sentences, using an action verb to start the sentence, giving one direction at a time, cuing directions to the right place and time, giving only

necessary directions, giving appropriate choices, giving logical reasons, stating limits or rules, resolving conflicts over rules, avoiding competition, praising, etc. Why do techniques vary according to the age of the child? [NOTE TO TEACHER: Some guidance techniques may be more effective than others with certain cultural groups.]

Practice guiding a young child. Identify the physical, verbal, and affective guidance techniques you used. How effective was each technique? Explain.

Examine the following to point out the weaknesses in verbal guidance: "Would you like to come join the circle with the rest of us?" "Would you like to put on your coat to go outside?" "Will you put your toys away soon?" "Are you ready to go to bed?"

Act out an argument between family members. Example: The father says yes; the mother says no to a child. Observers explain the reactions. Were the children happy or sad? Angry or loving? Was the argument realistic? Actors explain what feelings they were trying to express. Could the argument have been prevented? What other solutions might have been possible?

Role play a situation in which a four-year-old child keeps interrupting a group of adults in the parents' home. How can the parents keep the child from disrupting the group without stifling the child's social development? On what did you base your decision?

Discuss in groups possible solutions to the following problems in handling a child: (a) refusing to share, (b) spilling milk, (c) not taking turns, (d) breaking a window, (e) wanting to watch too much TV, (f) hitting another child, (g) refusing to eat. What solutions would be appropriate at different ages? What might be the child's reason for misbehaving? Which incidents might be accidental? How would this affect your solution?

Discuss in groups how you would handle each of the following situations: family moving to a new city; an argument between parents; a new toy; a broken promise; cancelled plans; a missed event because of a childhood disease; a hospital stay. How would your solution be different for children of different ages?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Observe a child interacting with a parent or a child caregiver. Record examples of positive reinforcement. Share your observations with the class.
	Write a series of one-minute radio spots on "How Would You Handle This Child?" Present some problem situations and give effective and creative ways to handle the situation and the child.
C. Society's role in protecting children 1. Laws protecting children	List laws that protect children. Read from references about child protection laws and add to the list those not mentioned.
	Research using material from the local Department of Children's Protective Services. Study laws related to child care services. How do the laws regulate such services? How do they protect children? Parents?
	Study a list of local regulations concerning the operation of a child care service. Explain how the regulations protect the consumer.
	Listen to a guest speaker (such as a judge of juvenile courts, a knowledgeable child advocate, or a welfare counselor) discuss laws protecting young children. How important are these laws to the health, safety, and welfare of children?
	Describe instances from previous eras which illustrate the exploitation of children in various situations. What contributed to the improvement of these conditions?
	Develop a list of the laws protecting children both locally and on the state or national level. [NOTE TO TEACHER: This should be a class project.] Group the laws according to what protection they provide. Associate with each the ways that they have improved the welfare of children.
	Propose new laws to protect children, or revise old ones that are in existence. How would these proposals protect the welfare of a child?
	Debate the pros and cons of Children's Liberation. Do the rights of parents and children sometimes conflict? If so, how? Do children's rights need additional protection? If so, what?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Child abuse and neglect a. Types of abuse and neglect	Brainstorm in groups to cite definitions of *child abuse* and *child neglect.* Report to the class. Compare definitions and develop class definitions.
	Name various types of abuse and neglect (physical, sexual, mental, and emotional). Give examples of circumstances that might lead to abuse or neglect. Were the circumstances caused by a child or an adult? Why does child abuse often go unreported? [NOTE TO TEACHER: A transparency on the forms of child abuse is on p. 396.]
	Listen to a police officer, social worker, nurse, psychologist, or child advocate discuss the types and causes of child abuse and neglect. Why do some adults abuse or neglect children? What effects may abuse or neglect have on the child during childhood? As an adult?
b. Appearance of abused and neglected children	Read selected references and list physical and emotional signs that are evidence of child abuse and neglect. Compare your list with the signs of abuse and neglect on the transparency. (See p. 350.)
	Listen to a police officer, physician, social worker, or day care director discuss signs of child abuse.
	Search newspapers for stories about children who have been abused or neglected. Give examples of the appearance of these children.
	Associate various signs of abuse with the type of abuse it depicts, pointing out signs you would look for in identifying the type.
c. Dealing with child abuse and neglect	Read selected material on dealing with the emotions of both the abused and the abuser. Summarize ways that emotional support can benefit both people.
	Use selected references and identify the laws in your state that deal with child abuse and neglect. What responsibilities do citizens have for reporting child abuse and neglect?
	Interpret the laws in your state that deal with child abuse and neglect. How do each of these affect you as a citizen?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Agencies concerned with child welfare	Determine how each of the following groups is associated with child abuse in some way: social, legal, medical, psychiatric. How could each serve a child who has been abused? What services do they provide to abusive parents? Compile a list of agencies in your city, state, and nation which could be helpful in a child abuse case. Examine each agency listed. Find out how to get in contact with the agency and what services each offers. Make a chart of this. Listen as a representative of an agency dealing with child abuse explains what help is available and how to obtain it. Summarize your findings in a paragraph. Work in groups to identify agencies in your community which deal with each of the following aspects of child care: child welfare, health, and education. Use resources such as a telephone directory and community services directory to aid you. Listen to a panel of representatives from local child welfare agencies discuss the services provided by each agency. Ask questions to learn more about each. Why is each agency needed? What services does each provide? What charges are made for their services? Develop a "Directory of Community Child Welfare Agencies." Include the name, address, and telephone number of each agency, a list of the services provided, eligibility requirements for receiving services, and charges for services.

COMPETENCY: *Ability to analyze career and job opportunities related to the field of child development*

TERMINAL PERFORMANCE OBJECTIVES: *Describe job and career ladders in child development.*

Determine competencies needed by child care personnel.

Relate child development skills to other occupations.

CONCEPTS

VII. Exploring Careers in Child Care
  - A. Careers in child care
    1. Career ladders
    2. Employment outlook

LEARNING AND EVALUATION EXPERIENCES

Prepare a bulletin board depicting possible areas of employment related to child development. Suggested caption: "Career Blocks in Child Development." Write areas of employment on shapes that look like children's blocks. [NOTE TO TEACHER: A transparency on employment related to child care is on p. 342.]

Find titles and descriptions of child care jobs in the *Dictionary of Occupational Titles* or the *Occupational Outlook Handbook*.

Explain what the term *child care* means to you. Describe job opportunities where child care skills are used.

Define the following terms associated with child care jobs: child care, child caregiver, child care worker, teacher, administrator, social worker, child care aide, teacher's aide, paraprofessional, recreation leader, child care services, child care center, day care, nursery school, kindergarten, child care staff.

Survey your community to identify the types of child development-related occupations available. Find out the requirements for each job. What types of beginning jobs are offered. Which are professional and technical jobs? As a class, develop a chart to depict your findings.

Interview a person who cares for children at home. What adjustments were necessary to ready the home for the care of children? Is the home licensed? What were the licensing requirements? How many children stay at the home? What are their ages? What activities are provided? What equipment is available? What charges are made?

Select a child care center in your community. Make arrangements with the person in charge to work in the center as a volunteer for an entire day–from opening to closing. Share your experiences with the class. How did your experience influence your feelings about child care as a career?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Analyze a specific child care job or career you are interested in. Determine how you could advance in that position or move to other positions. Share your findings with class members.
	Develop a career ladder of child development-related occupations which includes career levels, job titles, duties, and minimum qualifications.
	Construct a mental picture of our society 25 years from now. What will the role of children be? What child care-related occupations will be available? Explain how these occupations may differ from those of today. What current social trends influenced your thinking?
a. Educational requirements and training	Investigate educational requirements for various child development-related occupations. Interview personnel in child care-related occupations. Consult college catalogs and vocational catalogs. Describe how these requirements differ. Summarize the importance of meeting these requirements before applying for the job.
	Invite a counselor or professional in the community to describe the education and training needed for advancement in child development-related areas.
	Describe semiprofessional or skilled jobs related to child development. Associate educational requirements or training necessary for each job.
	Identify sources of training and education related to child development. Why would different types of training be necessary?
	Investigate requirements for a career relating to child development. What specific training would you need for this career? Investigate available programs for obtaining this training.
	Obtain information about the Child Development Association (CDA) program. What competencies are developed in this program? Where can you obtain CDA training?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Role play a situation depicting a child care employee who has little knowledge of child development. Do an instant replay of the same situation showing a child care employee who has a background in child development. Situations: two-year-old is a messy eater; one-year-old wants to play alone; two children want the same toy.
	Make a diagram showing how education and training, and advancement in child care occupations are related.
	Propose ways you could get experience in working with children before you get a full-time job. Consider baby-sitting, volunteer work, working with children's clubs, working with summer recreational or arts and crafts programs, working in a church nursery, working in a part-time job.
b. Personal characteristics	Use a schedule of a child care employee's daily responsibilities to list the activities, skills, and competencies involved in day care careers. Summarize in one paragraph the skills and competencies needed by child care employees.
	Identify personal traits needed by a person who works with children. Did your list include the ability to get along with people? Good health? Dependability? Professional attitude? Knowledge about child care programs?
	Discuss responsibilities associated with entry-level jobs related to child development. What personal characteristics are desirable for a job of this type? Consider such characteristics as fondness of children, physical and emotional health, moral standards, competence, dependability, and attitude. Why are these personal characteristics similar to those which are desirable for any employee? Why is responsibility important for employability? How may you develop responsibility in yourself?
	Select an example of a semiprofessional or skilled job in child development. Associate with the job personal characteristics that may be desirable for it. (Examples: patience, understanding)
	Explain in your own words the importance of child care employees. How may their personal qualities affect the children they care for?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Interview an employer in a child care facility. Determine characteristics the employer desires in employees. Analyze your own characteristics to determine which of the desired characteristics you possess. How can you attain others?
	Prepare a bulletin board which portrays the personal characteristics needed by a child care worker.
3. Personal satisfaction	Brainstorm to develop a definition of *personal satisfaction.* Describe a situation which left you with a feeling of personal satisfaction. To what did you attribute this feeling of satisfaction? What effect did this feeling of satisfaction have upon your outlook on life? Interpret the importance of personal satisfaction in job selection.
	Divide into groups. Recall incidents with children from which you have received pleasure. What was your role in the interaction? How could similar siutations be incorporated into your work in child care?
	Listen to a panel of child care workers discuss advantages and disadvantages of their work.
	Point out advantages and disadvantages of jobs in child care. Did your list of advantages and disadvantages include the desire to help others? Pleasure in working with children? Informal setting? Challenges? Children's love? Did your list of disadvantages include society's low regard for child care jobs? Low pay? Long or irregular hours?
	Develop a bulletin board showing ways children express their appreciation to a teacher or caregiver. Use pictures of a child or items which show a child's appreciation of the teacher. Point out personal satisfaction that may be received in child development-related occupations.
4. Encounters with children in other careers	Brainstorm to list careers or jobs outside the child development area where employees would encounter children.
	Work in groups to give examples of ways that child care skills could help people in any job.

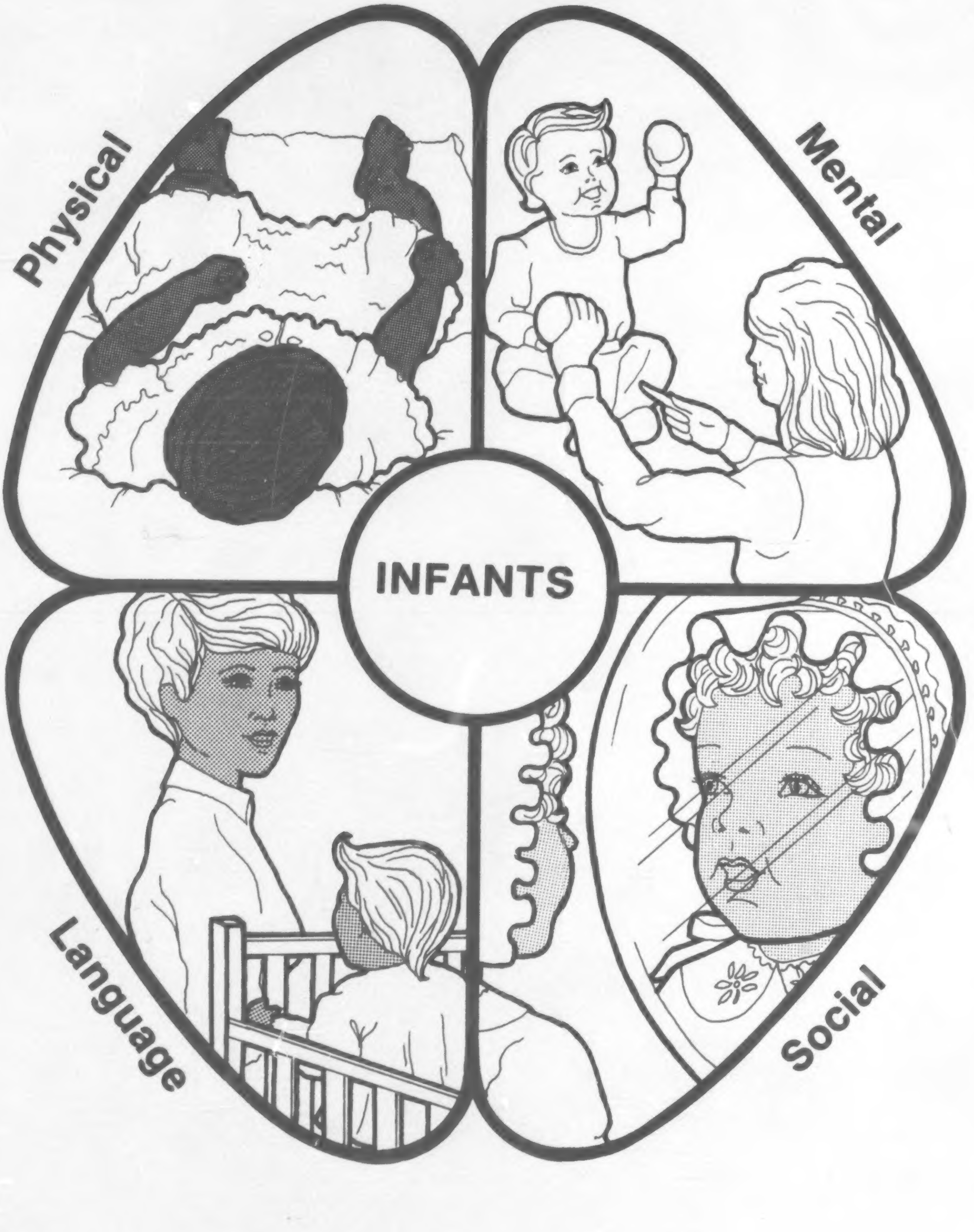
CONCEPTS

LEARNING AND EVALUATION EXPERIENCES

Invite a speaker from the Department or Labor or an employment agency to discuss jobs or careers in which you would encounter children. List careers or jobs in which encounters with children are unlikely.

Study references and conduct interviews to determine skills and knowledge acquired in child development that may be related to employability. Examples: understanding yourself and the growth and development of a child, human relationships, job responsibilites.

TRANSPARENCIES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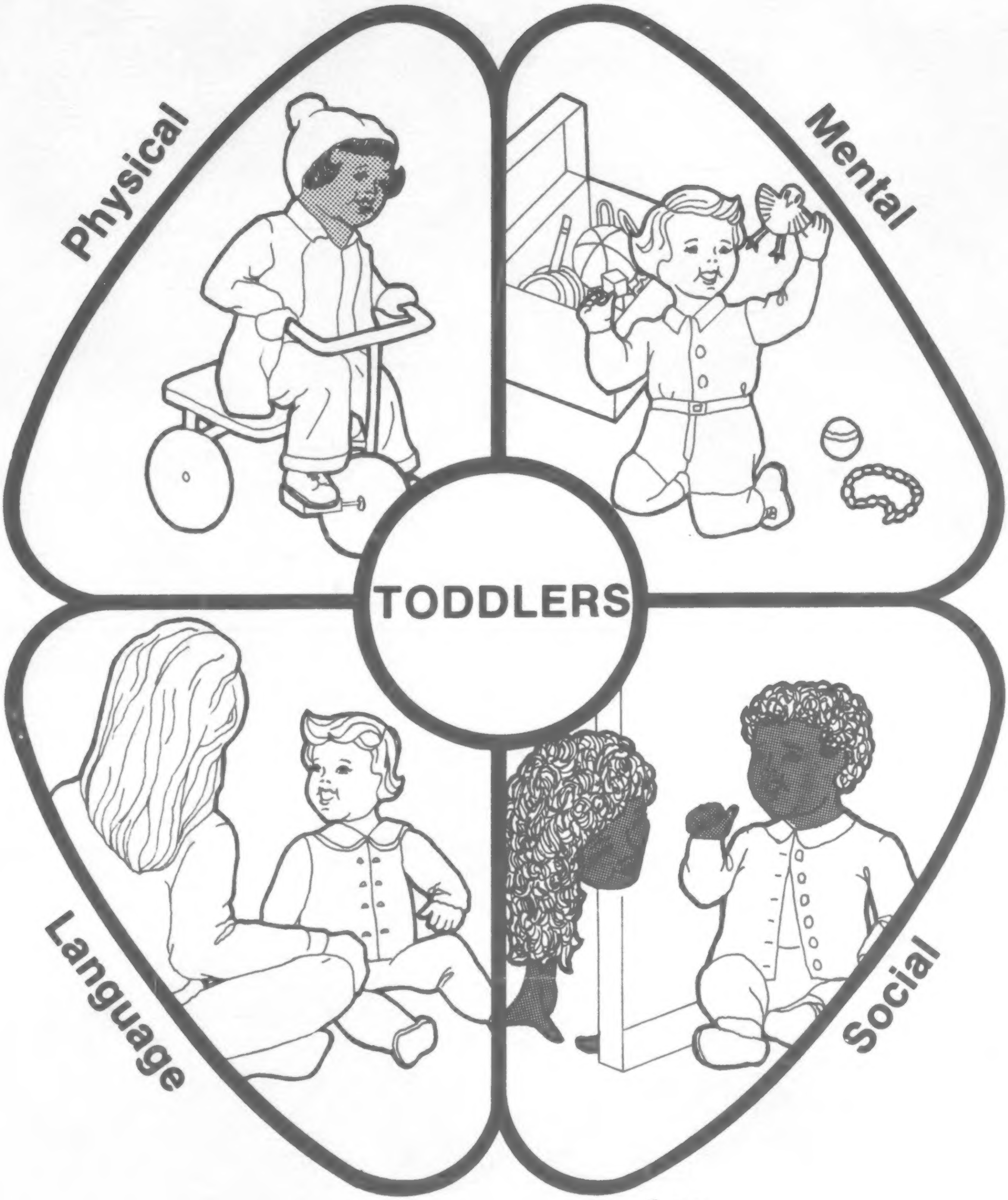
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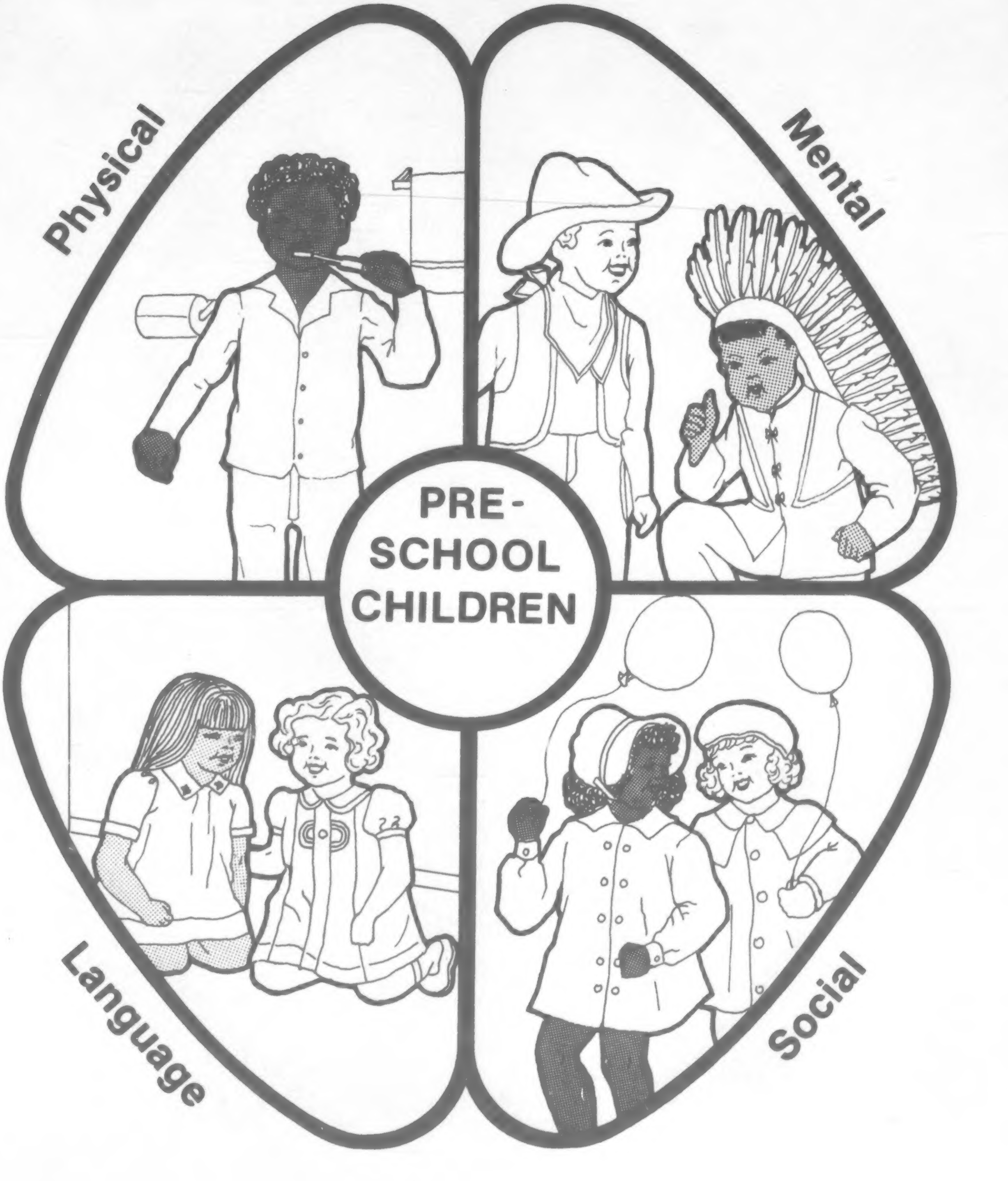
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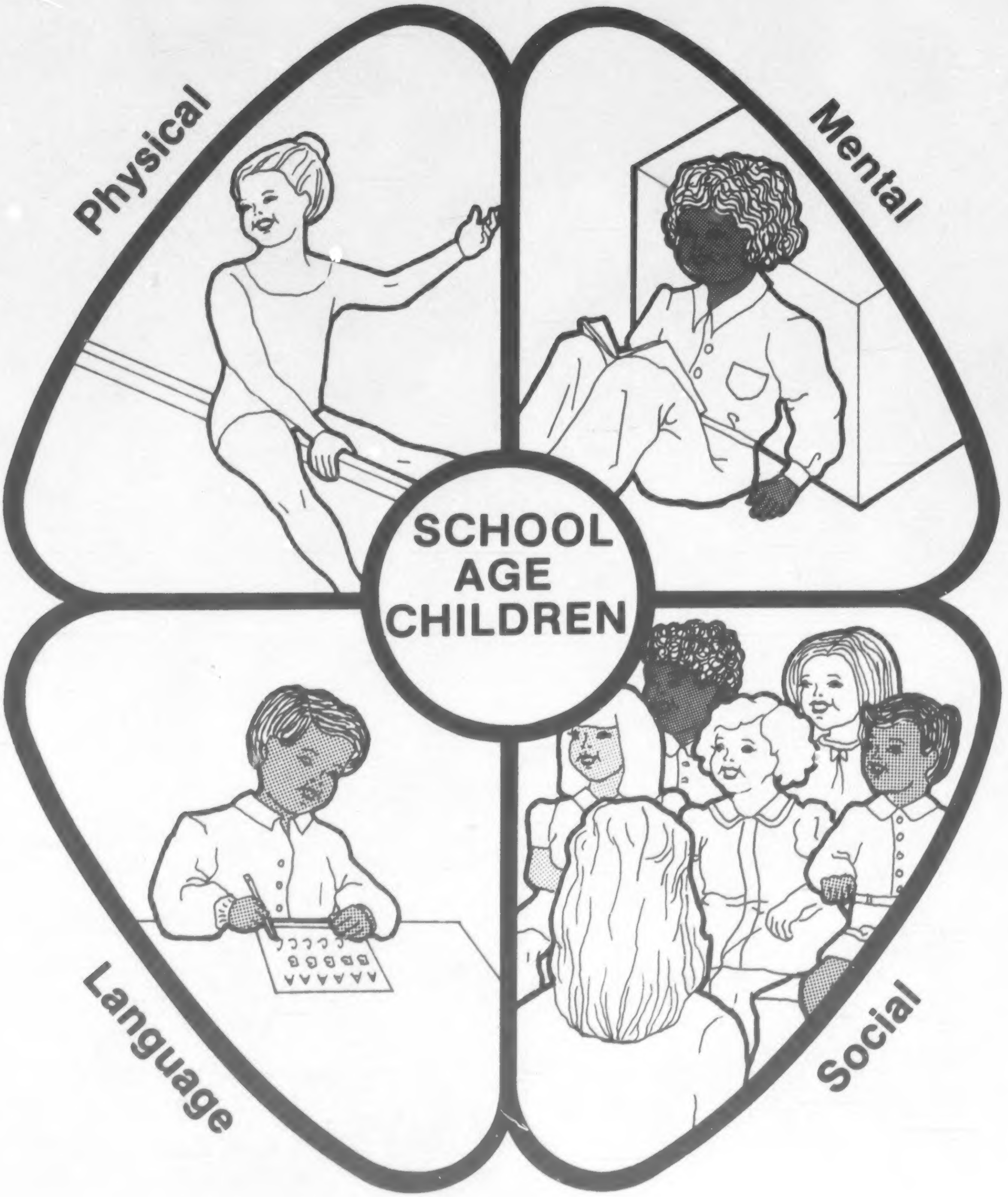

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CHILD MISBEHAVES

DO

Be understanding.

A mischievous child is asking for direction and affection.

Divert child from the deed.

Be firm, but fair.

DON'T

Bribe, coax, or plead with the child.

Overplay the role of "pal."

Lose patience and become excited.

CHILD REFUSES TO SLEEP OR EAT

DO

Relax and talk the problem over.
Divert the child's attention.
Be patient and understanding.
Child will eat if hungry and fall asleep if tired.

DON'T

Worry or become tense.
Bribe the child.
Force, threaten, or punish the child.
Reward the child.

CHILD WANTS PARENTS

DO

Absorb child in something interesting.
Be sympathetic.
Tell child when parents will return.
Call parents, if nothing else works.

DON'T

Panic.
Show anger.
Frighten child into being quiet.

NUTRITIONAL NEEDS OF THE INFANT

0-3 Months:

- Milk through breast feeding or formula
- Liquid vitamin supplement including vitamin C, until milk consumption is 1 quart a day

3 Months:

- Cereal provides iron supplement and new taste experiences
- Fluoridated water in diet of mother and infant supplies fluoride
- Sugar and sweetness should be avoided

4-5 Months:

- Puréed fruits and vegetables supply vitamins and new tastes

6 Months:

- Puréed meats and egg yolks provide valuable iron

6 Months:

- Breads and pastas contribute B vitamins

Promote healthy attitude for future eating habits by enjoying food without overemphasizing it. Avoid overfeeding baby. A fat baby is not necessarily healthy.

Nutritional Needs of the Preschool Child

Milk

- 2-3 cups per day
- provides calcium and phosphorus

Meat

- 2 servings* per day
- provides protein

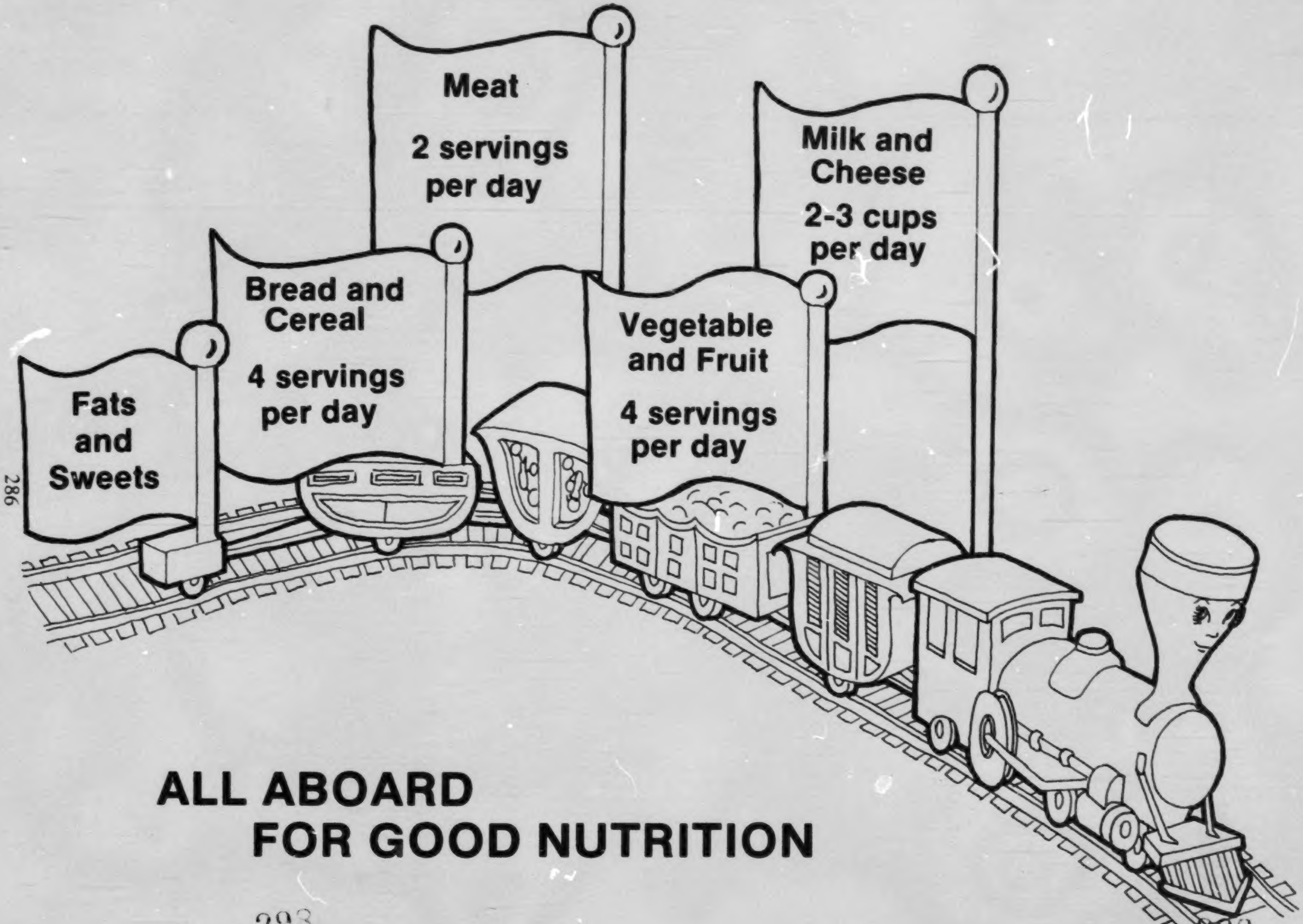
Fruits and Vegetables

- 4 or more servings* per day
- provides Vitamin C and Vitamin A

Breads and Cereals

- 4 or more servings per day
- provides B Vitamins

*A serving is approximately one tablespoon for each year of life.



ALL ABOARD FOR GOOD NUTRITION

MEALTIME ENVIRONMENT

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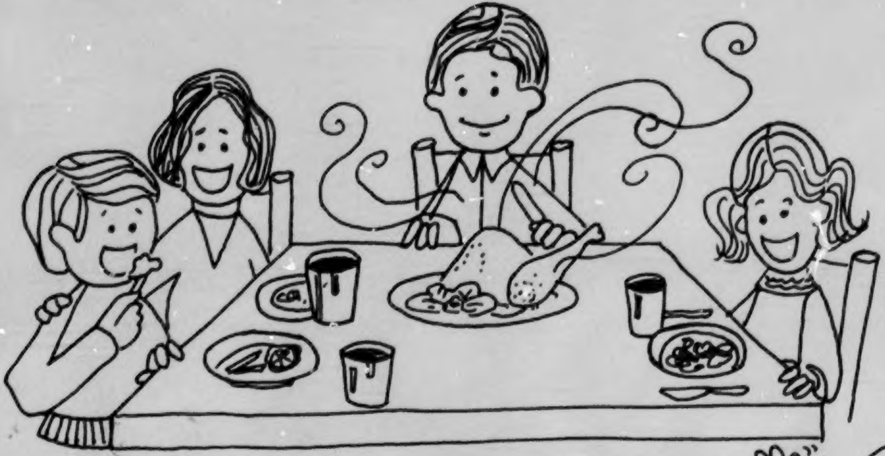

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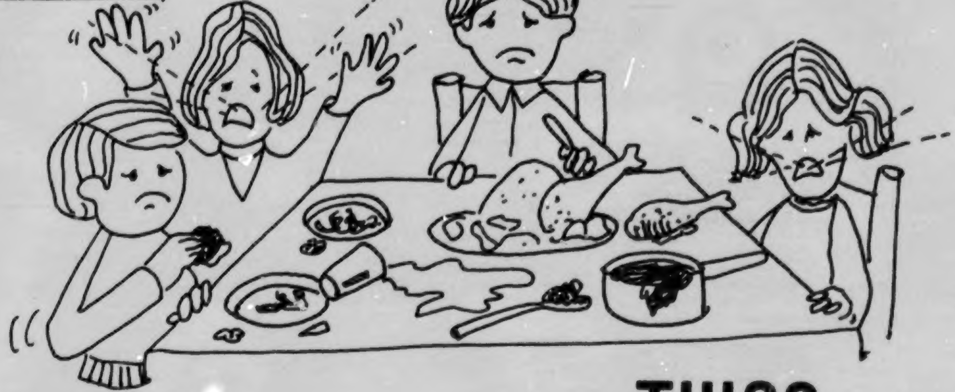


THIS?

PREVENTING CHILDHOOD DISEASES

DISEASE	AGE AT FIRST SHOT	DOSAGE	BOOSTERS
Whooping cough Tetanus Diphteria	6 weeks to 2 months	3 shots, given 1 month apart	At age 1, 3, and 6
Polio	6 weeks to 3 months	Taken orally (by mouth) 3 times, 4 to 6 weeks apart	At age 1; again before entering school
Smallpox	15 to 18 months	1 shot	Once every 3 to 5 years

Signs and Symptoms of Illness

General Behavior	Unusually quiet, irritable, drowsy, or restless
Appetite	Little desire for food
Fever	Rectal temperature of 38°C (101°F) or above
Vomiting	All or part of food vomited
Eyes	Red, irritated, sensitive to light
Color	Flushed or pale
Skin	Dry and hot, or unusual perspiration
Breathing	Labored; sneezing; coughing; hoarseness
Bowel movements	Change in color, consistency, odor, or number of stools
Pain	Screaming; head-rolling; ear-rubbing

CLOTHING IS INFLUENCED
by. . . . . .

- Physical aspects
  - Posture
  - Ability to dress self
  - Appearance and build
- Social and emotional aspects
  - Personality
  - Peer influence
  - Different needs for different ages and occasions

GUIDELINES FOR SELECTING CHILDREN'S CHILDREN'S CLOTHING

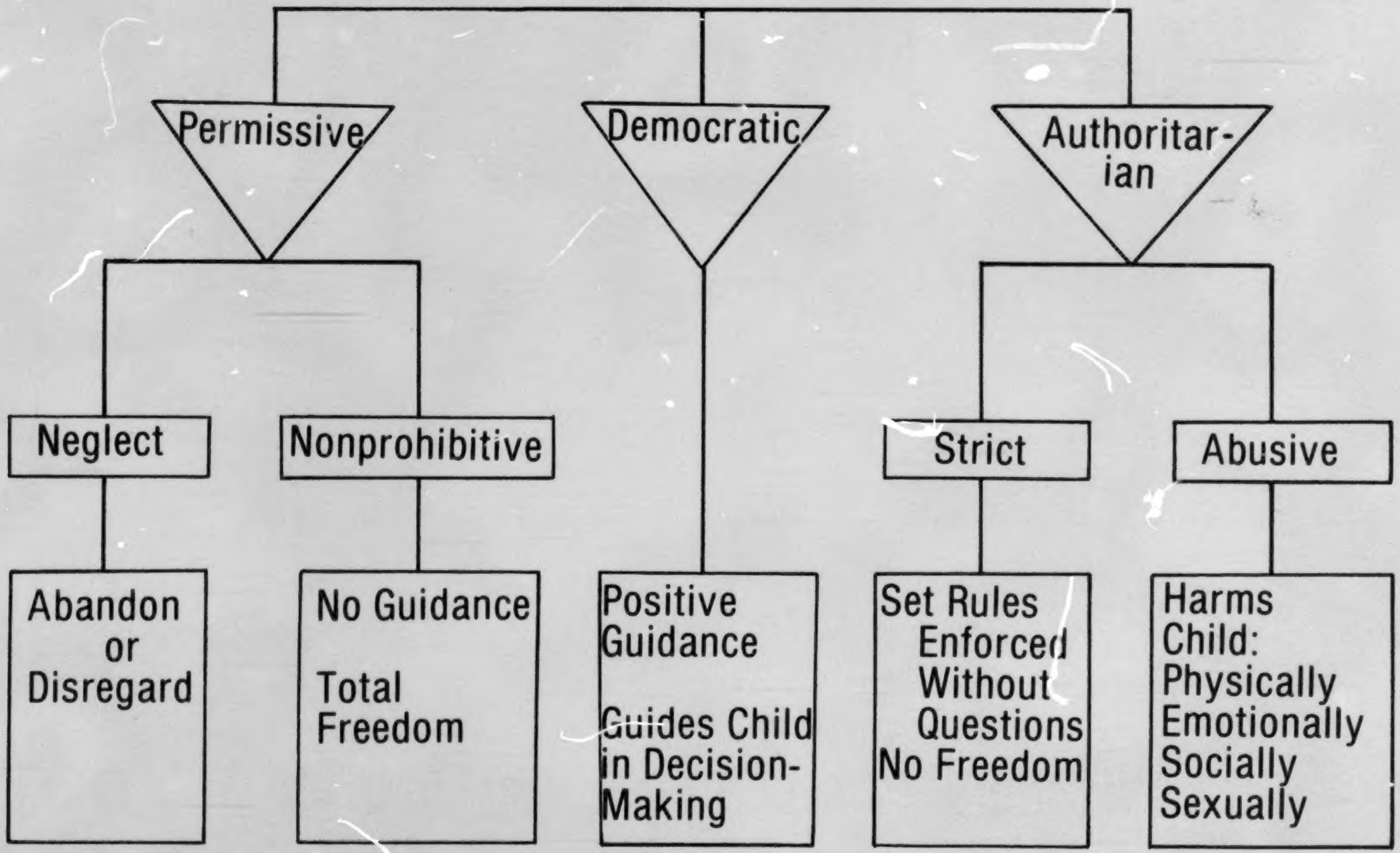
- Freedom of action
- Durability
- Self-dressing
- Suitable for weather
- Facilitates good posture
- Color
- Texture
- Peer influence
- Easy care
- Different occasions

Space for Children

- Provides privacy
- Maintains safety
- Is attractive
- Considers child's activities
- Provides for play and recreation
- Fits family budget

300

DISCIPLINE



- Permissive
  - Neglect
    - Abandon or Disregard
  - Nonprohibitive
    - No Guidance
    - Total Freedom
- Democratic
  - Positive Guidance
  - Guides Child in Decision-Making
- Authoritarian
  - Strict
    - Set Rules Enforced Without Questions
    - No Freedom
  - Abusive
    - Harms Child: Physically Emotionally Socially Sexually

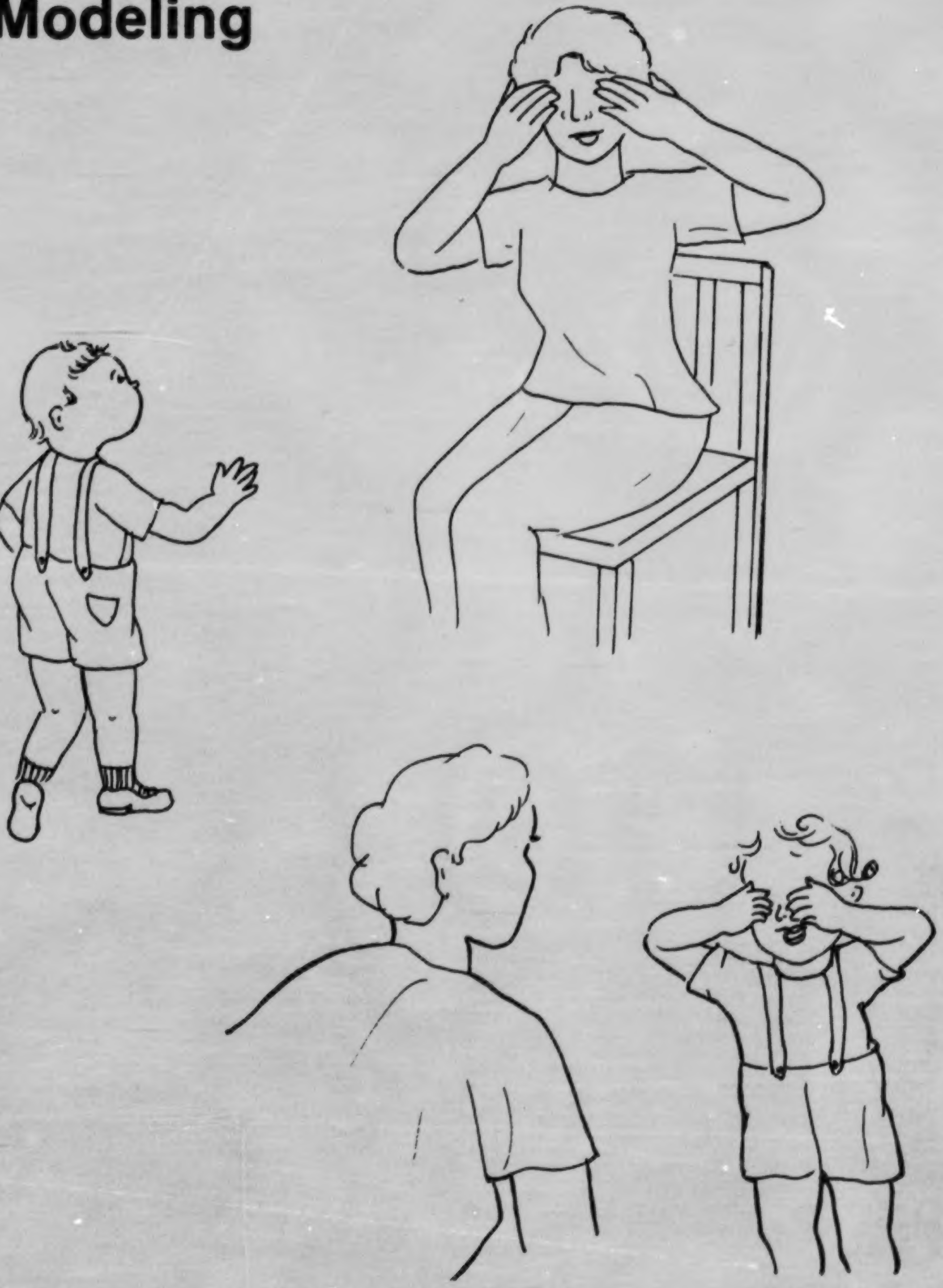
LOGICAL CONSEQUENCES VS. PUNISHMENT

Expresses the reality of the situation	Expresses the power of personal authority
Is related to the misbehavior	Is arbitrary. Does not have a connection with the misbehavior
Involves no moral judgment	Involves moral judgment
Deals with the present	Deals with the past
A friendly and caring atmosphere is maintained.	A hostile atmosphere prevails.

CHARACTERISTICS OF CHILDREN'S EMOTIONS

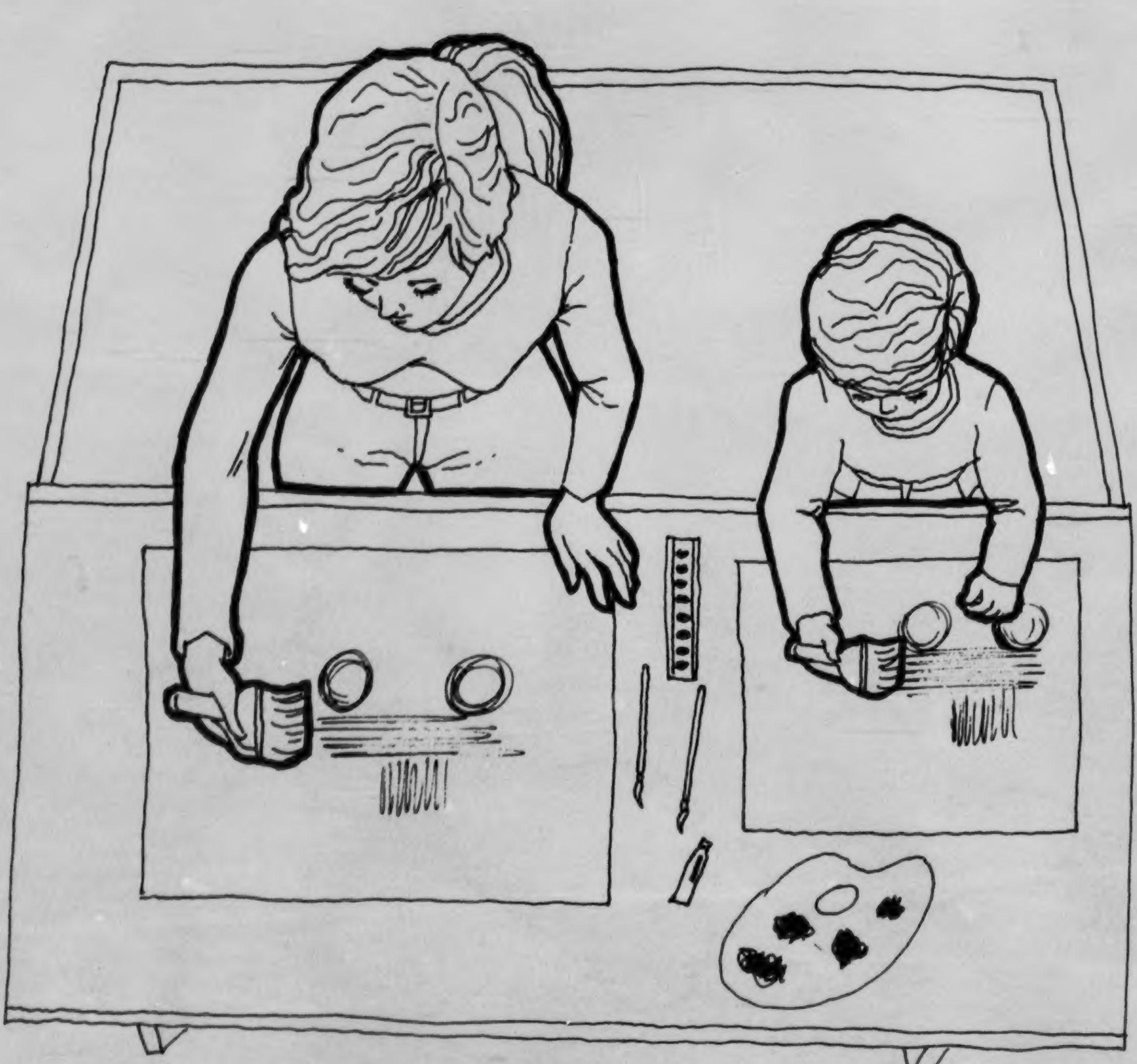
- Emotions are Intense
- Emotions appear Frequently
- Emotions are Transitory
- Responses Reflect Individuality
- Emotions Change in Intensity
- Emotions Can Be Detected by Behavior

Modeling

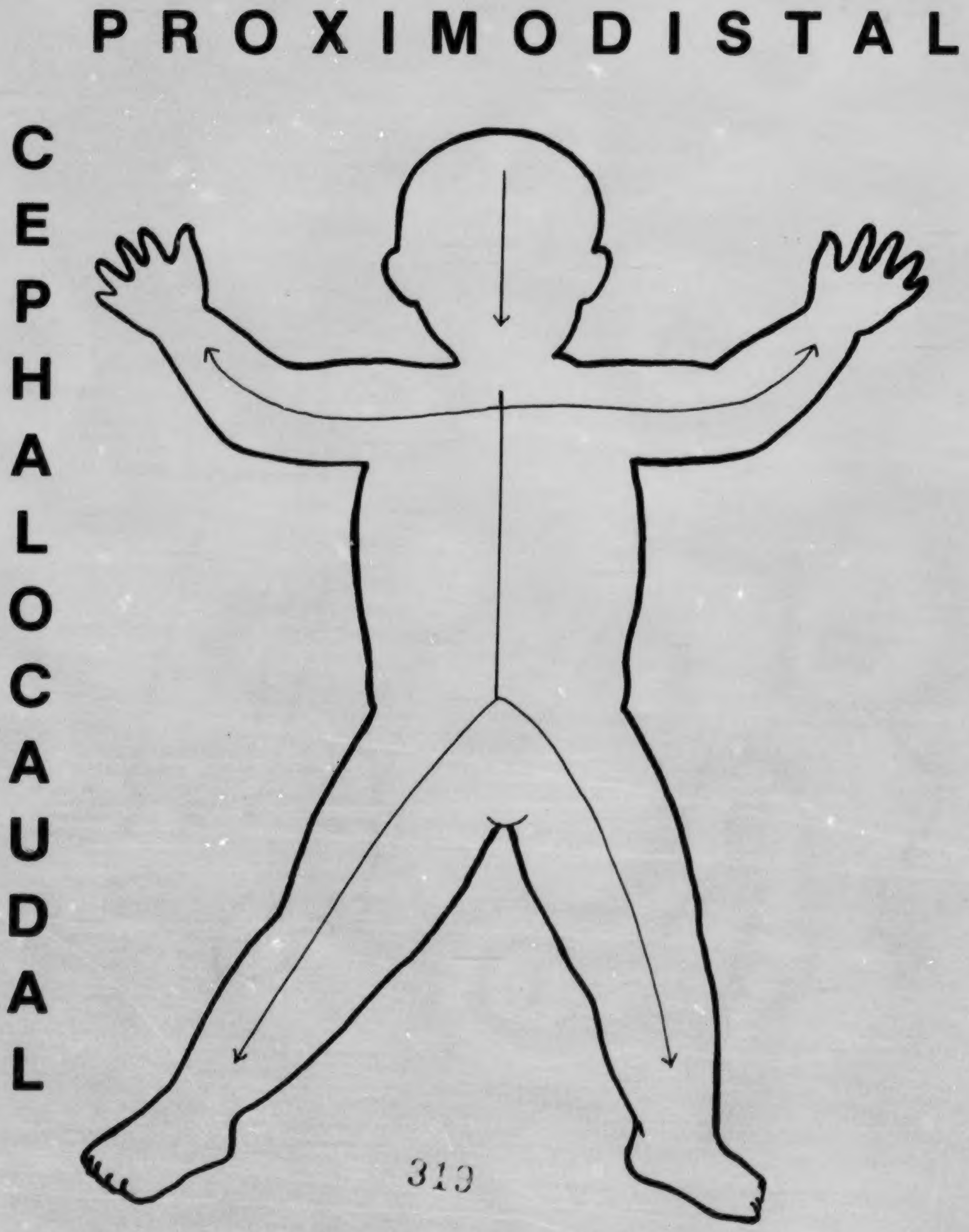


Trial and Error

Directed



Incidental


PROXIMODISTAL
CEPHALOCAUDAL

Social Development

Emotional Development

Cognitive Development

Physical Development

Moral Development

Personality Development

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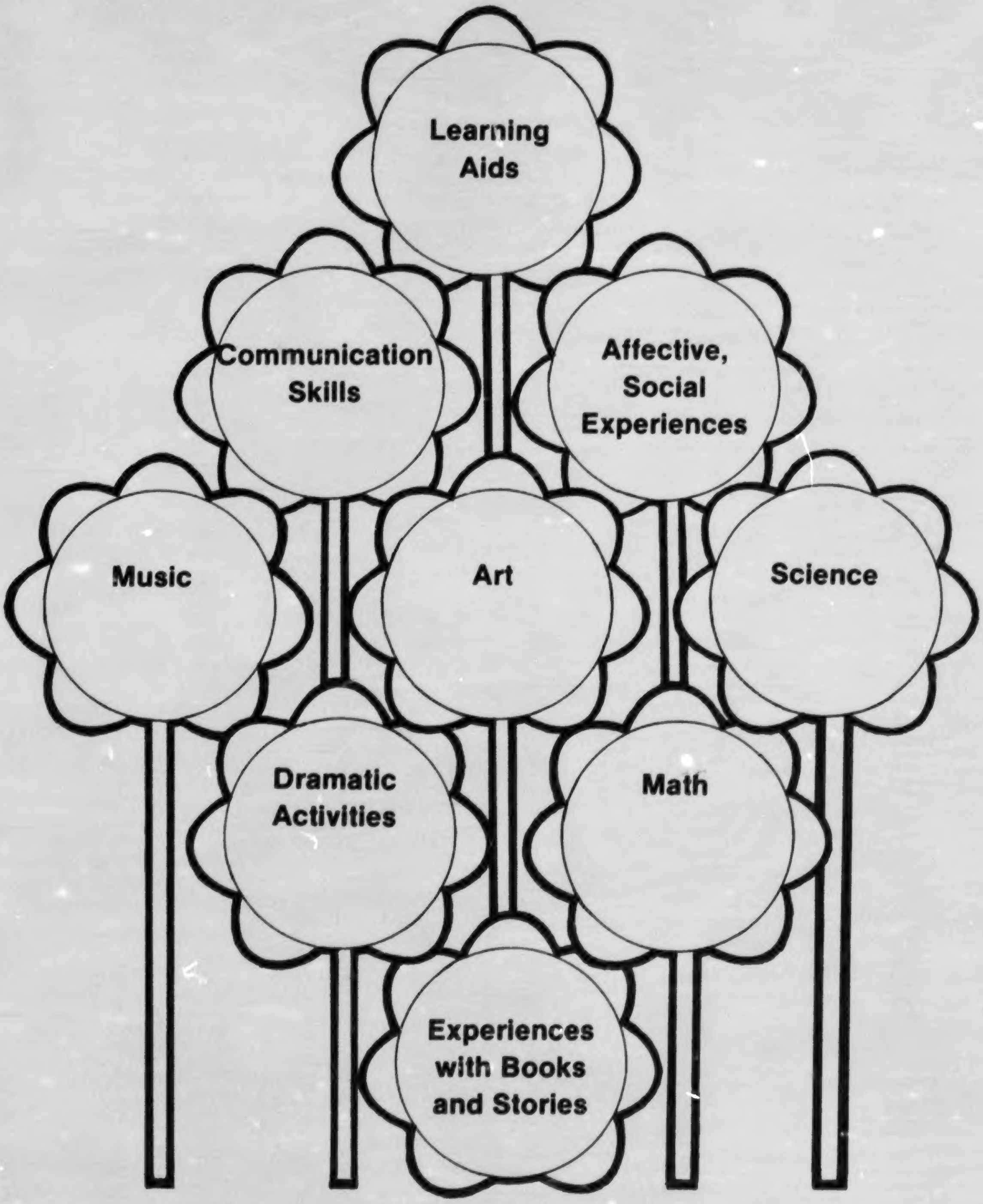
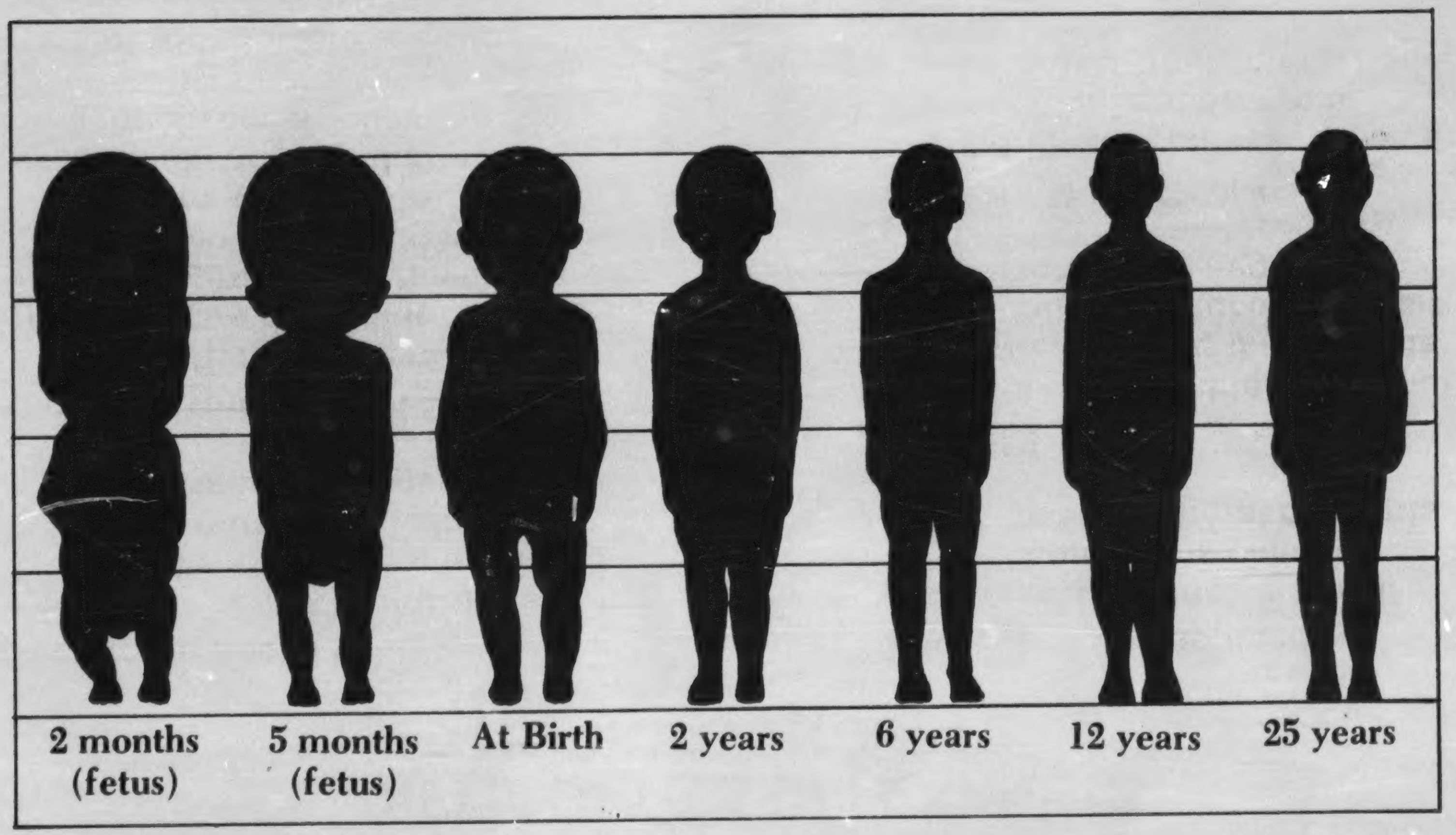
Social Development During Childhood

Infant	Preschool Child	School-age Child	Adolescent
Number of Relationships			
Family, especially mother, child caregiver	Family, neighbors, playmates, child caregivers	Many companions, family, community contacts	Friends of own age group, wide range of acquaintances
Types of Interaction			
Solitude and interaction with one or two persons	Parallel play	Group games, active play	Boy-girl activities
Role of Others			
Nurturing care (total dependence)	Supervision	Guidance	Encouragement in independence
Child's Response			
Receiving	Exchanging	Sharing	Accommodating

HELP YOUR CHILD BLOOM WITH. . .



BODY PROPORTIONS FROM INFANCY TO ADULTHOOD



DIFFICULTIES IN LEARNING MORAL CONCEPTS

Changes in Social Value

Since the child's moral values reflect social values, the moral values must change if the social values change.

Variations with Difficult Situations

Subtle differences in moral values are difficult for a child to comprehend. If the child has been taught that it is right to share, it is hard to understand why sharing schoolwork is "cheating."

Conflict with Social Pressures

Concepts approved in one group may be regarded as inappropriate by another.

Intellectual Development

Lower intelligence makes it difficult for the child to understand moral concepts.

Kind of Teaching

Adults often tell the child what is "wrong" rather than what is "right." Too much emphasis is placed on the negative.

Different Moral Codes

Children are confused when they learn that not everyone accepts a single moral code.

CHILD NEEDS FILLED BY DISCIPLINE

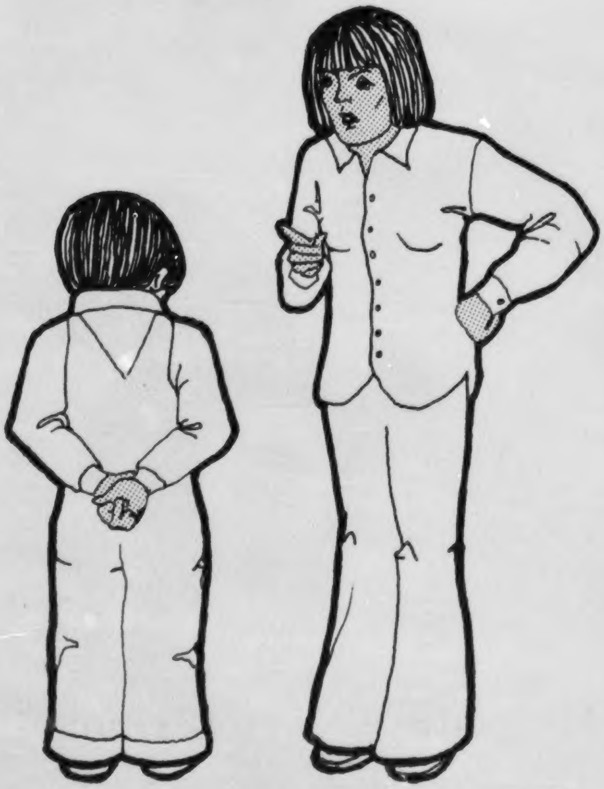
Child has security.

Child can live according to standards of the social group.

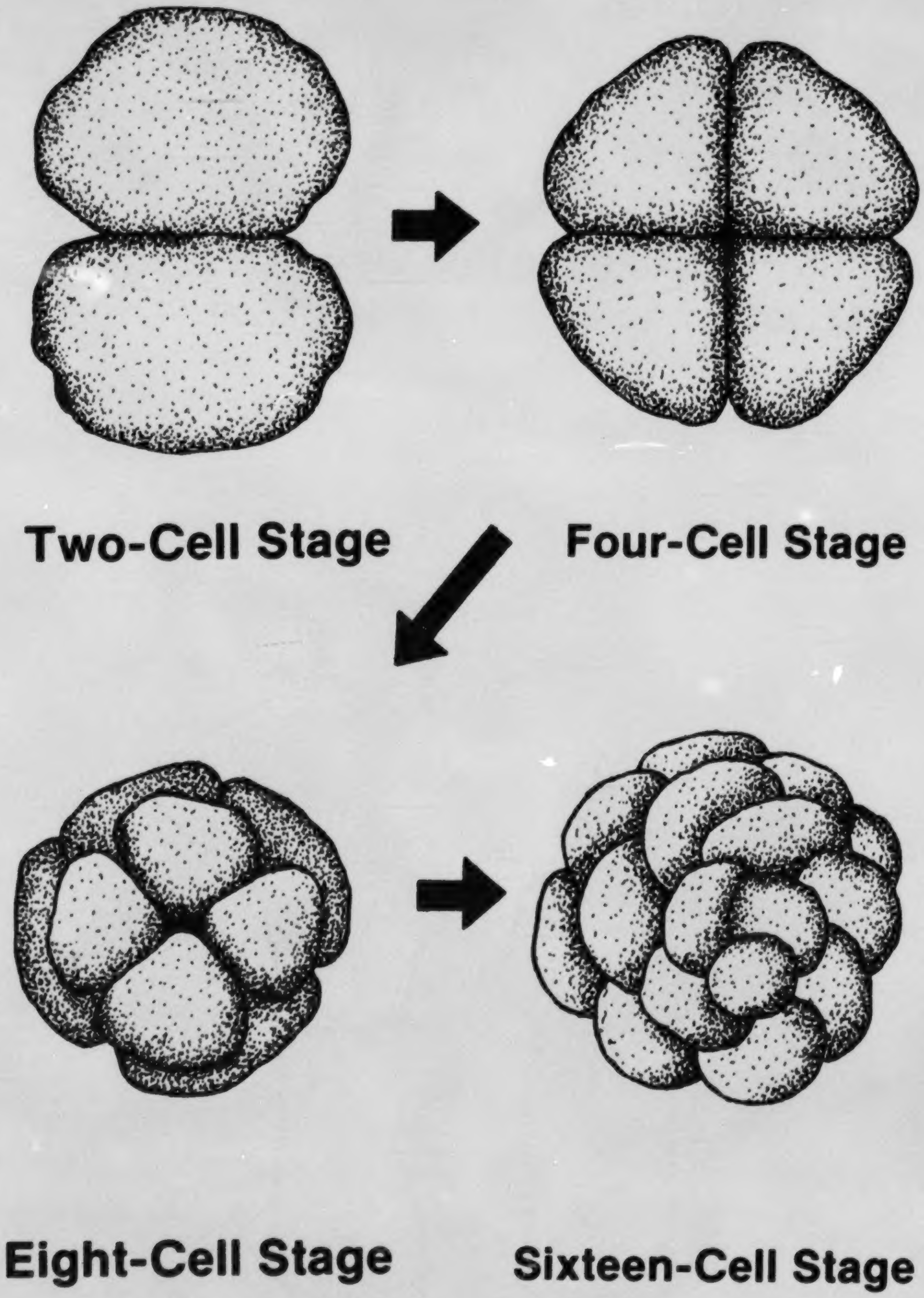
Child learns to behave in a way that leads to praise, which is interpreted as love.

Child's ego is strengthened.

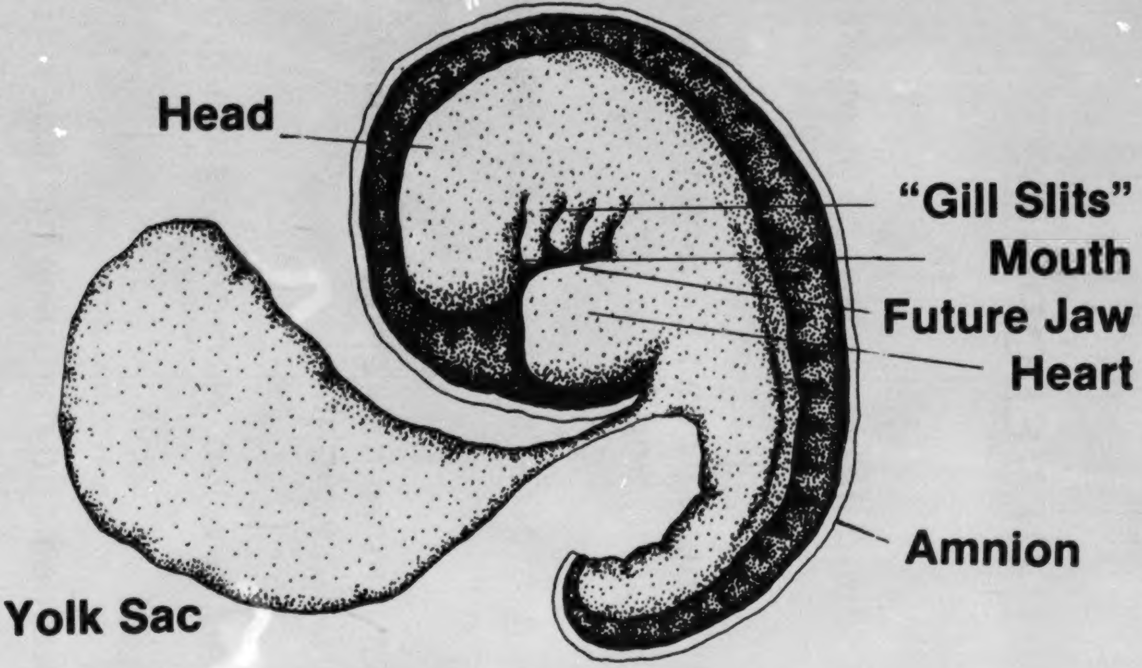
Child develops a conscience.



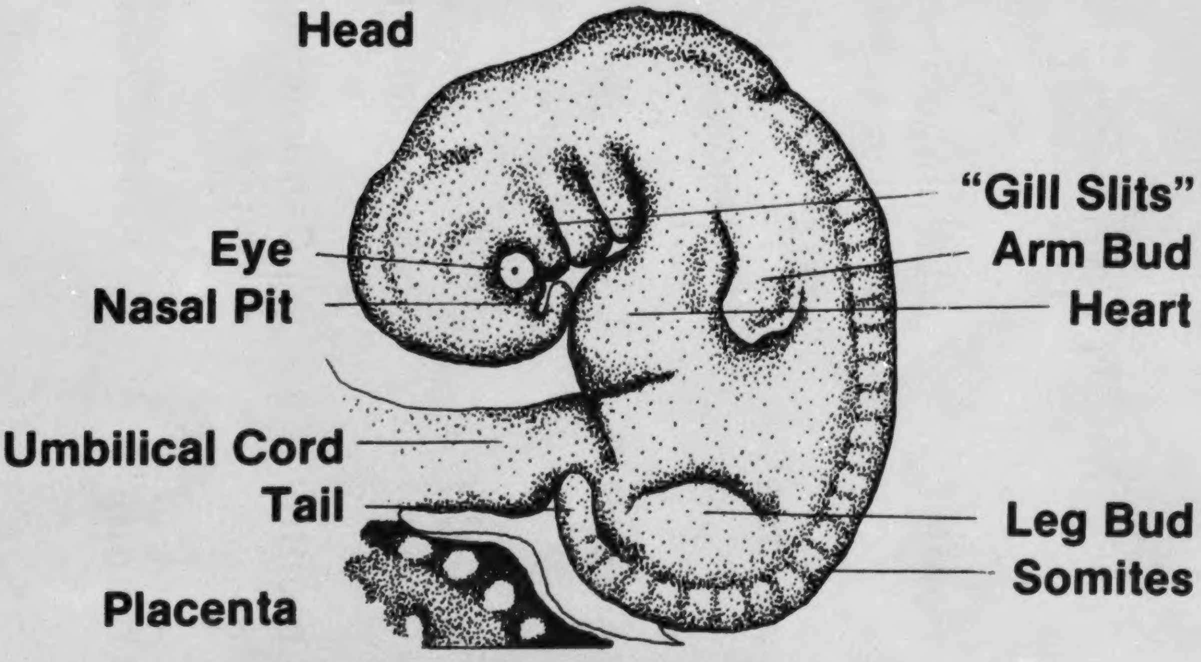
DIVISION OF THE FERTILIZED EGG (OVUM)



DEVELOPMENT OF THE EMBRYO



25 days after fertilization



End of first lunar month

MONTHLY PRENATAL DEVELOPMENT

1 month	**Embryo about 1/4″ long. Internal organs form. Heart begins to beat.**
3 months	**Fetus about 2 1/2″ long. Sex can be distinguished. Hands, feet, fingers, toes, and teeth form.**
5 months	**Fetus about 8″ long. Mother's pregnancy shows, and fetus can be felt moving.**
7 months	**Fetus covered with lanugo hair and vernix covering. Fetus gains length and weight.**
8 months	**Cartilage and bones develop. Nervous system growing rapidly.**
9 months	**Fetus is fully developed and assumes birth position.**

When Will the Baby Be Born?

First Day of Last Normal
Menstrual Period

↓

Minus Three Months

↓

Plus Seven Days

↓

Approximate Birth Date*

*About 10 lunar months, 9 calendar months, 40 weeks, or 280 days from the first day of the last menstrual period

CRITICAL INFLUENCES ON DEVELOPMENT

Age

Nutrition

Health

Health Care

X-Ray or Radium Exposure

Rh Factor

Drugs, Smoking, Alcohol

Infectious Diseases

Activities

Emotions

Multiple Birth

PRENATAL CARE

SIGNS OF PREGNANCY

Absence of Menstruation

Fullness of Breasts

Nipple Secretion

Positive Pregnancy Test

Nausea and Vomiting

Changes in Appetite

Excessive Need of Sleep

Frequent Urination

Quickening

Abdominal Changes

Changes in Vagina and Cervix

Fetal Heart Beat

INGREDIENTS OF PRENATAL CARE

MEDICAL:

- Doctor's supervision of pregnancy
- Prenatal and childbirth preparation such as prepared childbirth courses

SPECIAL PERSONAL CARE DESIGNED FOR PREGNANCY:

- Exercise
- Sleep and rest
- Bathing
- Clothing
- Care of breasts
- Care of genitals
- Care of teeth
- Nutrition and diet
- Weight gain and loss

COMPLAINTS AND COMPLICATIONS DURING PREGNANCY

MINOR COMPLAINTS

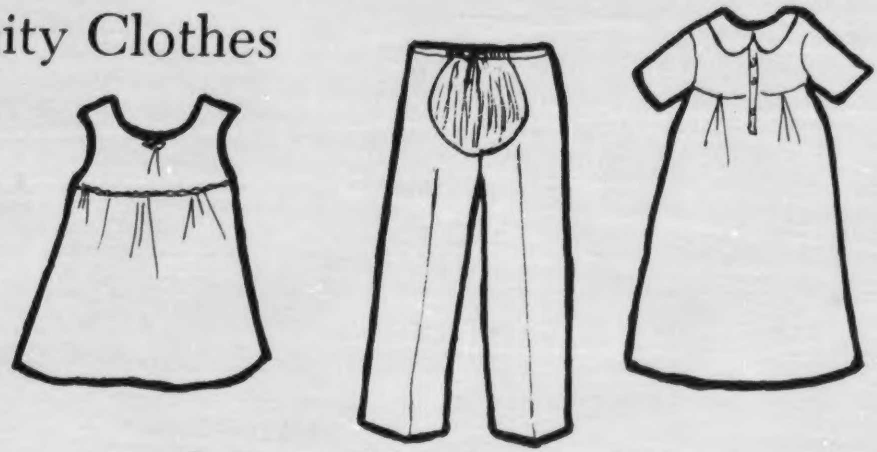
- nausea
- constipation
- hemorrhoids
- varicose veins
- swelling of ankles and legs
- frequency of urination
- faintness
- backache
- insomnia
- vaginal discharge
- moodiness

MAJOR COMPLICATIONS

- tubal pregnancy
- toxemia
- fetal death
- miscarriage
- diseases could complicate pregnancy such as:
    - heart disease
    - tuberculosis
    - diabetes
    - venereal disease
    - German measles (Rubella)
    - influenza
    - viral infections
    - mental illness

EXPENSES OF HAVING A CHILD

Maternity Clothes



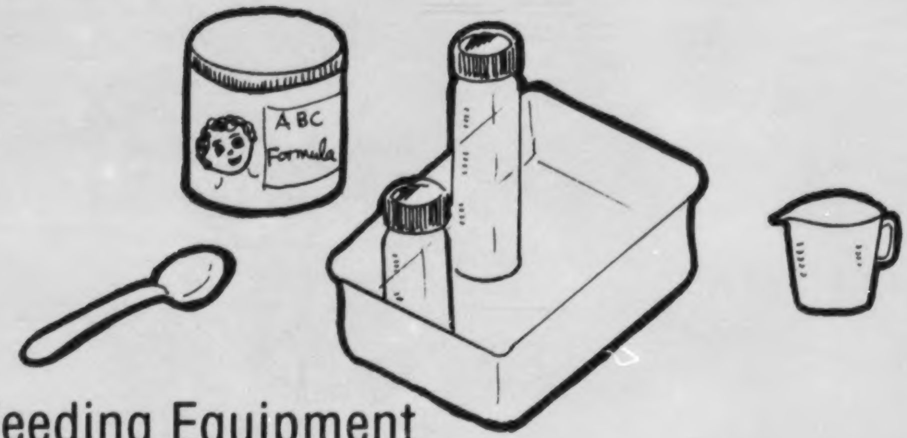
Equipment and Supplies for Baby

Medical Expenses

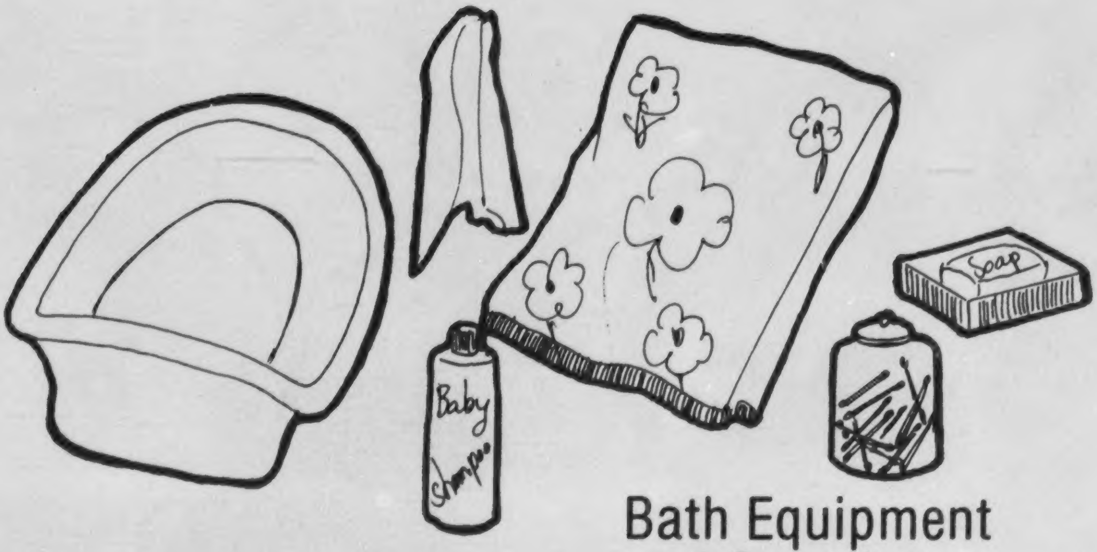
ESSENTIALS FOR BABY

Layette

ESSENTIALS FOR BABY

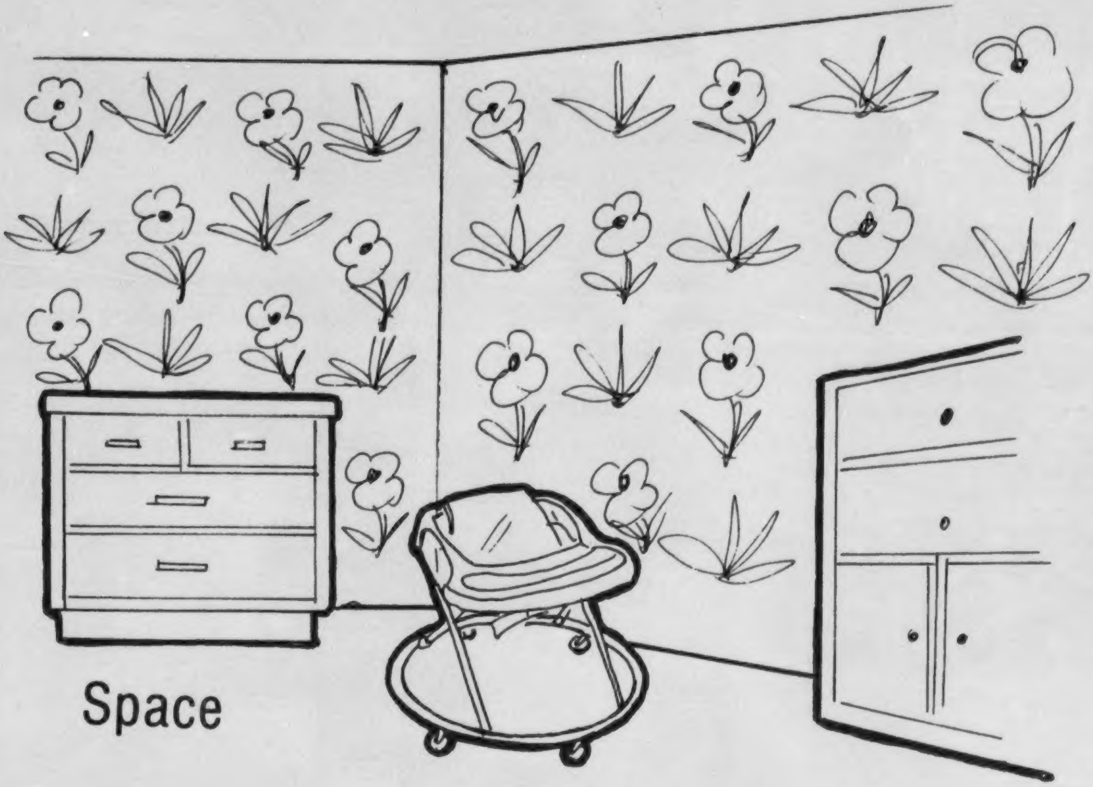


Feeding Equipment
and Supplies

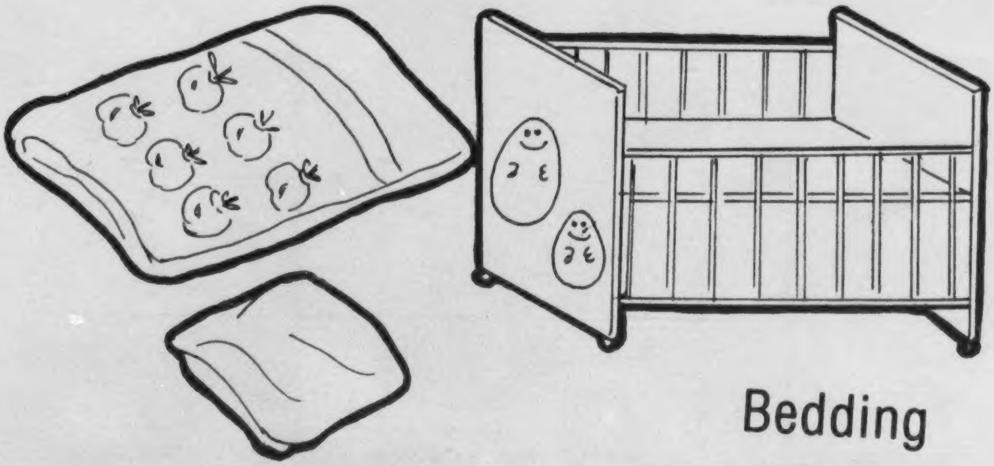


Bath Equipment
and Supplies

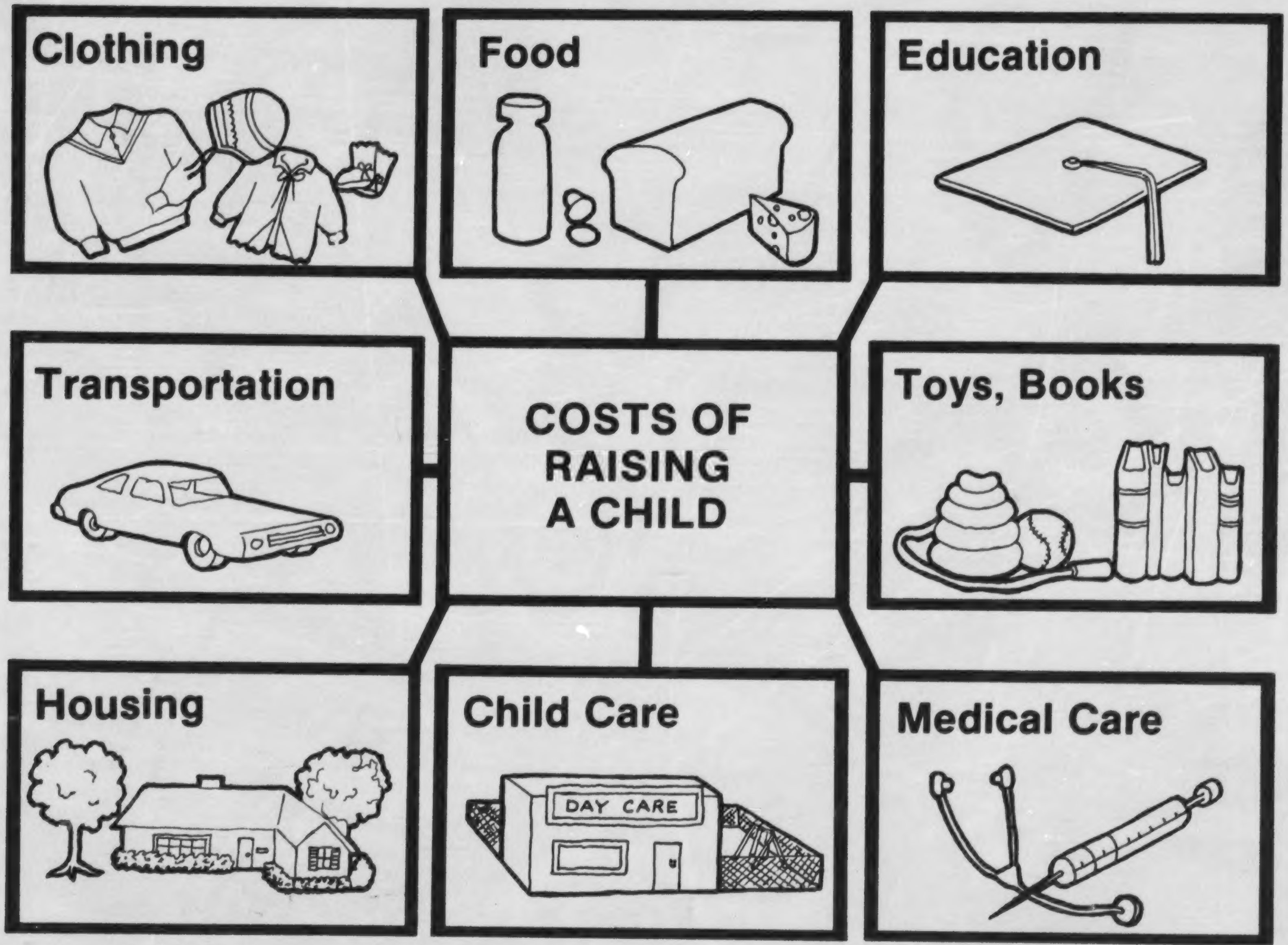
ESSENTIALS FOR BABY



Space



Bedding



COSTS OF RAISING A CHILD

Clothing

Food

Education

Transportation

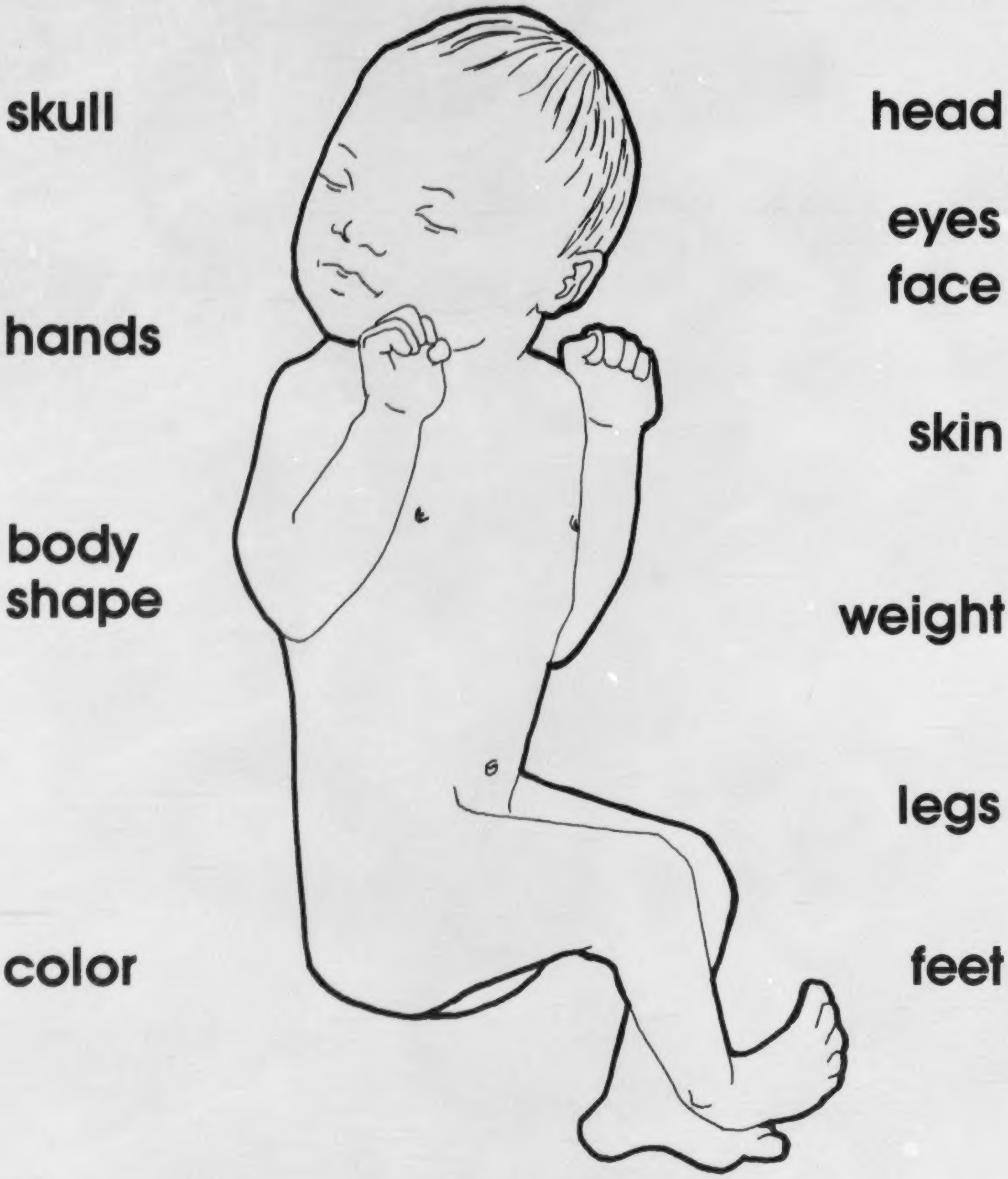
Toys, Books

Housing

Child Care

Medical Care

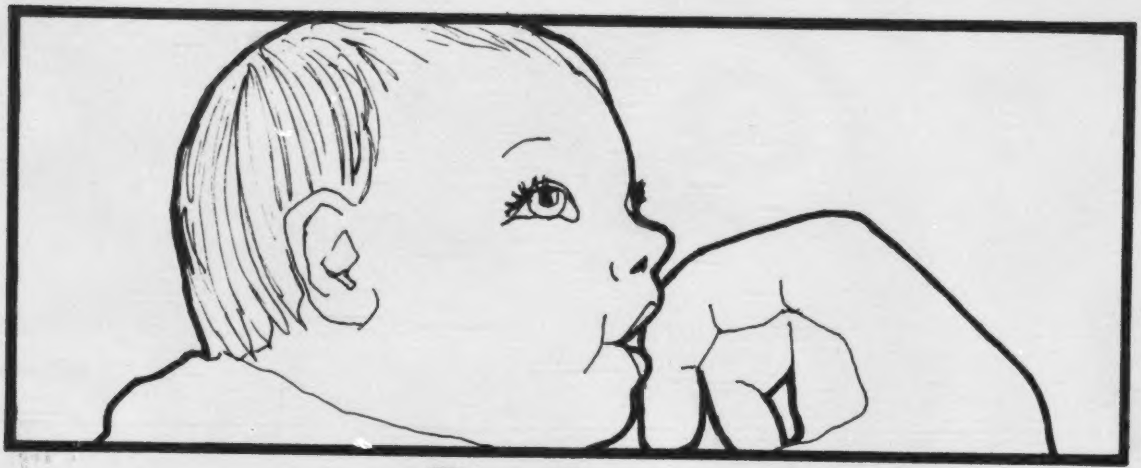
CHARACTERISTICS OF NEWBORN



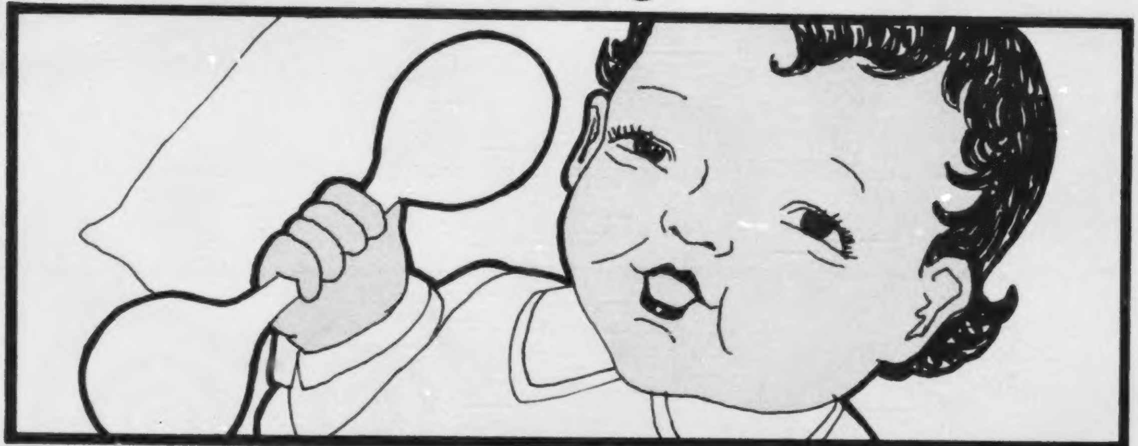
REFLEXES

Reflex	Stimulation	Response*
Rooting	Cheek stroked with finger or nipple	Head turns; mouth opens
Sucking	Finger or object in infant's mouth	Sucks using tongue and mouth
Moro (Startle)	Sudden stimulus, such as loud noise or being dropped	Extends legs, arms, and fingers; arches back; draws back head
Tonic neck	Head turned to one side	Extends arms and legs on that side; flexes opposite limbs
Babinski	Sole of foot stroked	Toes fan out; foot twists in
Grasping (Palmar)	Something placed in palm of hand	Makes tight grasp; will grasp tighter if object is pulled away
Stepping (Walking)	Held upright with feet touching flat surface	Appears to walk in a coordinated way

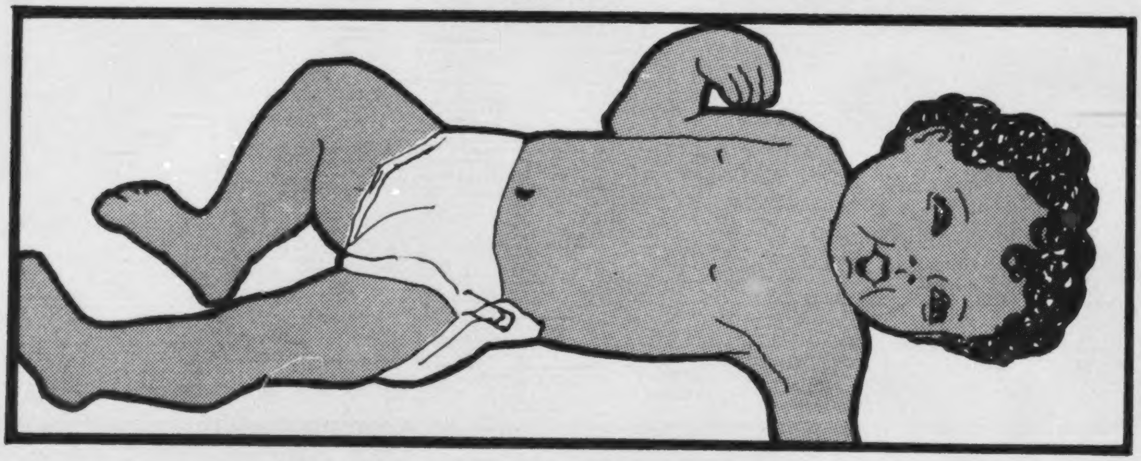
*These behaviors cease a few months after birth.



Rooting

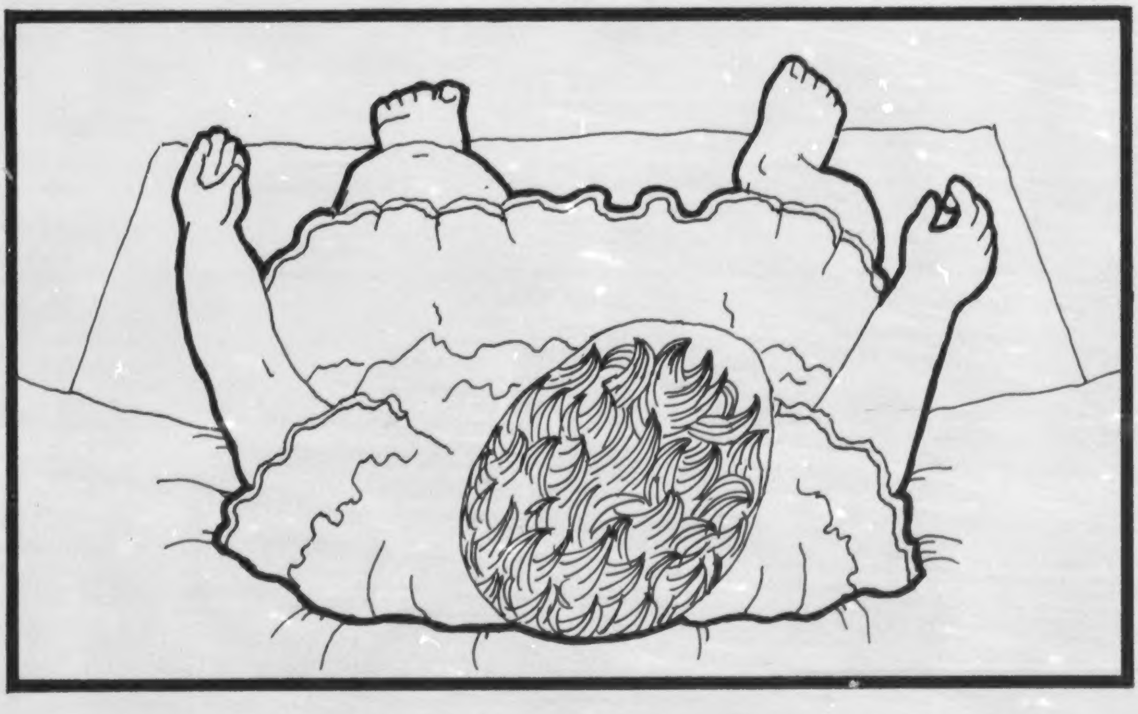


Grasping (Palmar)

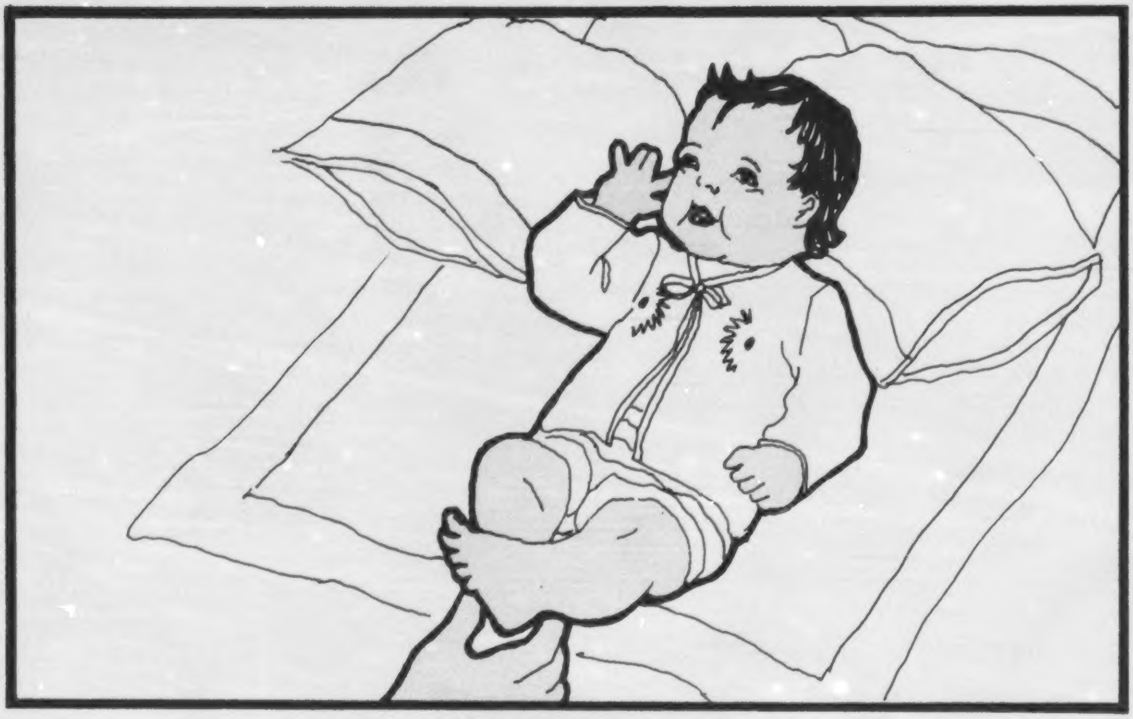


Tonic neck

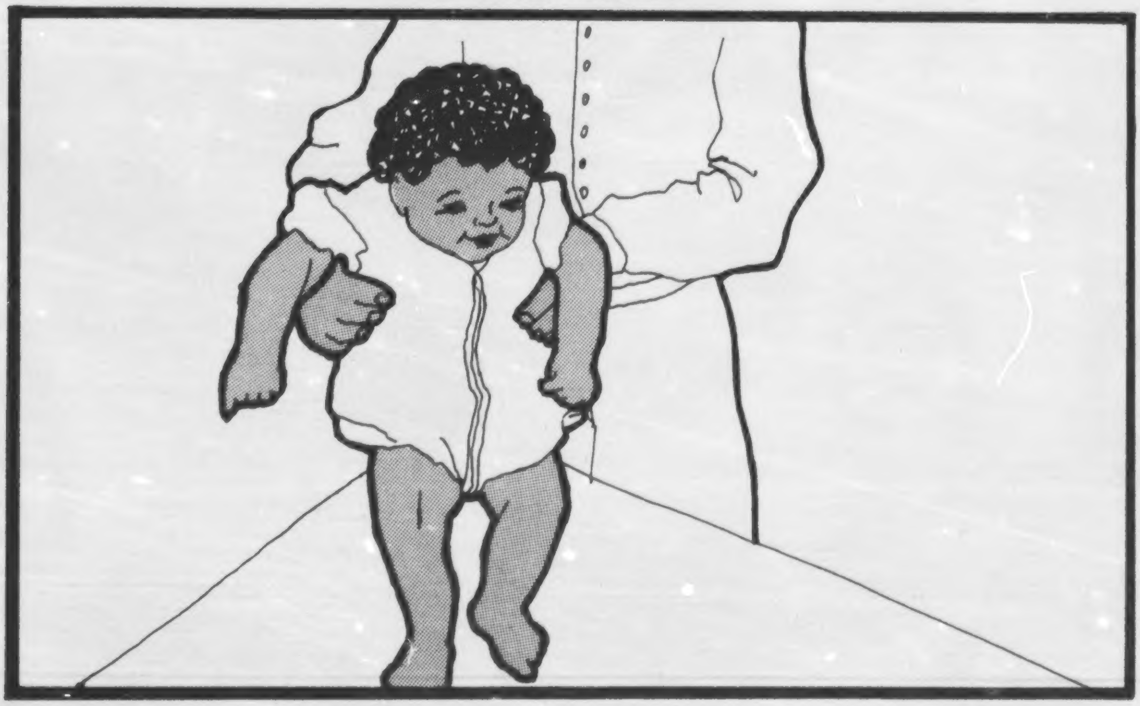
Sucking



Moro (Startle)

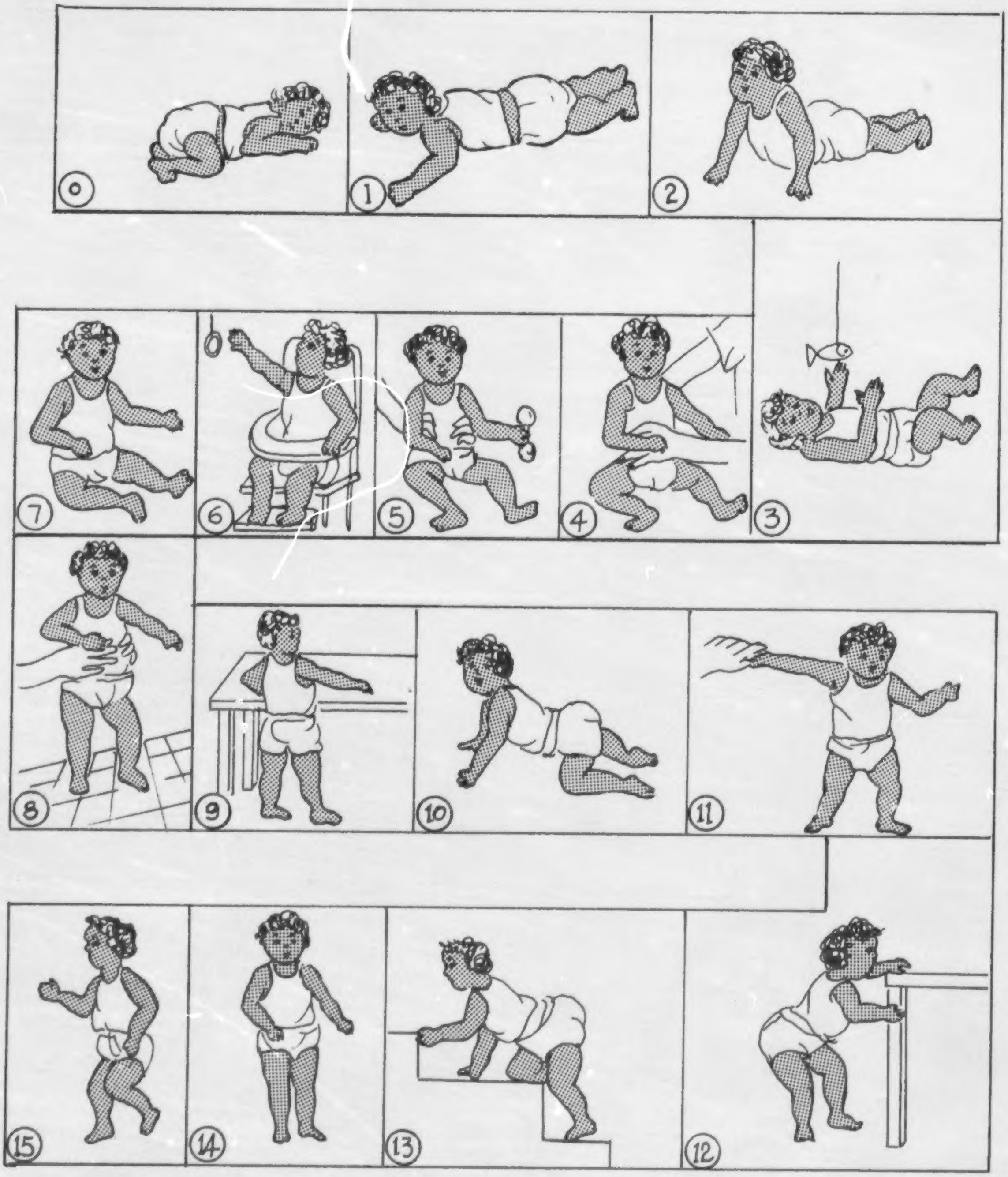


Babinski



Stepping (Walking)

FROM NEWBORN TO TODDLER



MILK FOR THE INFANT

Breast Feeding

Advantages

- Natural immunities
- Sanitary
- Reduction of respiratory ailments
- Convenient and time-saving
- Psychological benefit of close mother/infant relationship
- Mother's uterus returns to normal size more quickly
- Mother can consume larger quantities of food

Disadvantages

- Mother's medication may be hazardous to infant
- Jealousy of older siblings may develop
- Mother's breasts will become enlarged and heavy
- Mother may feel socially uncomfortable
- Father unable to participate in feeding

MILK FOR THE INFANT

Bottle Feeding

Advantages

- Provides father participation in feeding
- Returning to work will be more convenient
- Reduces strain on weak or ill mother

Disadvantages

- Sterilization procedures are time-consuming
- Expense of formula
- Greater likelihood of allergic response

LANGUAGE DEVELOPMENT

Age	Activities
2 months	Expressive noises; repeated syllable sounds
4 months	Laughing; babbling; repeated syllable sounds
6 months	Distinguishes angry and friendly tones; baby talk; mimics adult sounds; recognizes own name
9 months	Associates "mama" and "dada" with parents; understands many words; uses expression in sounds but no distinguishable words; plays word games such as pat-a-cake
12 months	Understands more words than can be said; can say a couple of words clearly; hums music

A GOOD TOY is. . . .

—Safe

—Durable

—Potentially creative

—Fun

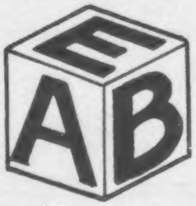
—Suitable for a child's age, stage of development, and personality

—Reasonable in cost

—Useful in many ways

—Valuable educationally

—Accessible



CHILDHOOD POSTURE AND LEG SKILLS

	2 years	3	4	5	6
Posture		stands straight sits straight			
Walking	walks sideways and backwards, between parallel lines and on tiptoe;	stands on one foot		can balance on narrow plank	walk in time to music
Running		runs with few falls		plays running games	
Jumping		jumps from 12″	standing jump—23-33″	jumps low obstacles	jumps rope

Source: Modified from Charles B. Corbin, *A Textbook of Motor Development.* (Dubuque, Wm. C. Brown, 1973).

CHILDHOOD POSTURE AND LEG SKILLS

	2 years	3	4	5	6
Skipping/ Hopping		hops with two feet	skips to music		hops on one foot
Bicycling		rides tricycle			rides bicycle
Swimming	swims with legs	swims simple strokes		dives	
Skating				roller skates and ice skates on two runners	
Stair climbing	climbs on all fours	walks but holds on walks without holding on	uses legs alternately in walking		

Source: Modified from Charles B. Corbin, *A Textbook of Motor Development.* (Dubuque, Wm. C. Brown, 1973).

CHILDHOOD HAND SKILLS

	2 years	3	4	5	6
Writing		prints large letters		prints name and numbers 1-5	prints alphabet and numbers 1-20
Copying		copies vertical line & triangle		copies square	copies diamond
Throwing/ Catching		tries		is successful	
Block building	copies a simple model	places blocks in rows or piles	builds tower without model	builds more difficult figures	
Playing		cutting, pasting, weaving, finger painting, scribbling		hammering, sawing, painting with brush, drawing, knitting, putting together simple puzzles	

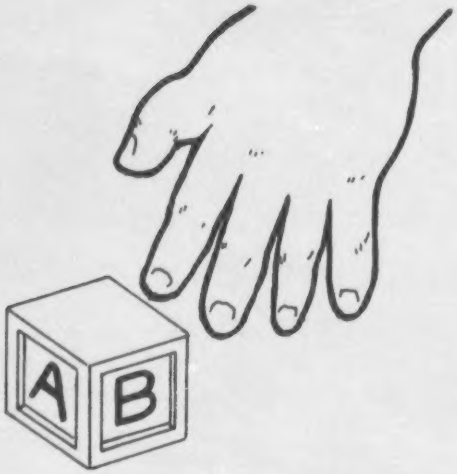
Source: Modified from Charles B. Corbin, *A Textbook of Motor Development.* (Dubuque, Wm. C. Brown, 1973).

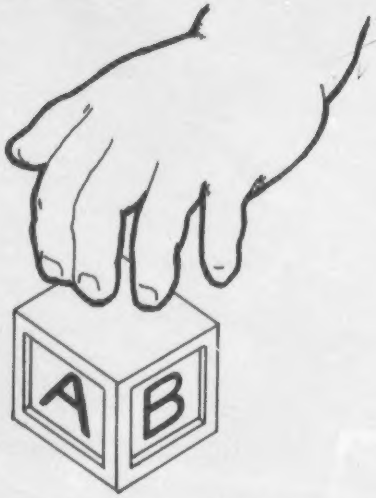
CHILDHOOD HAND SKILLS

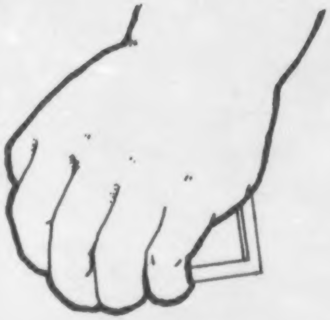
	2 years	3	4	5	6
Handedness	shifts hands		less shifting	predominantly right or left-handed	
Dressing	simple garments	manipulates simple fasteners—zippers and large buttons		dresses completely; ties shoes	
Grooming	brushes hair	brushes teeth		brushes and combs hair	
Bathing	washes front of body			shampoos hair; washes back and neck	
Feeding	uses fork and spoon	spreads with knife	cuts with knife	cuts meat with knife	

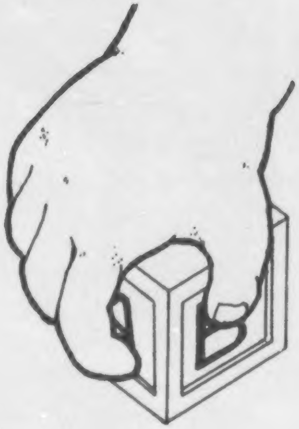
Source: Modified from Charles B. Corbin, *A Textbook of Motor Development.* (Dubuque, Wm. C. Brown, 1973).

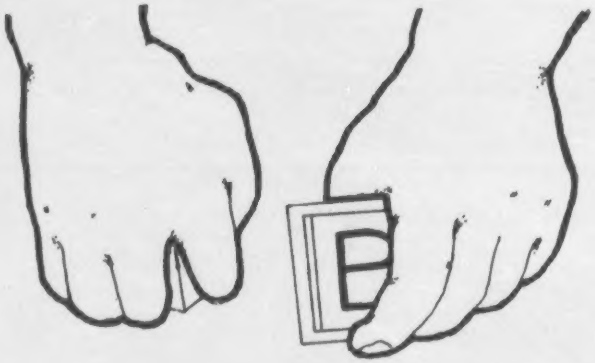
DEVELOPMENT OF FINE MOTOR SKILLS

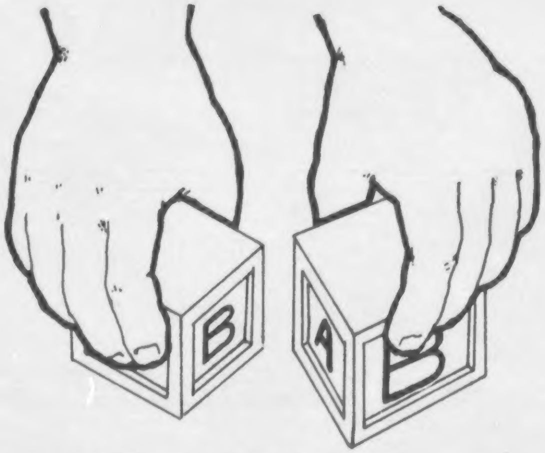

4 months

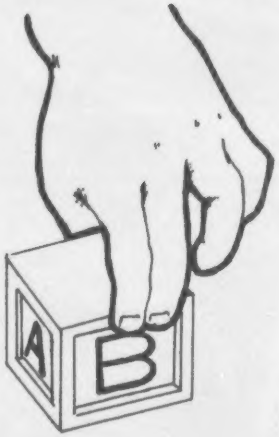

5 months


6 months


7 months


8 months


10 months


1 year

Creativity Is Encouraged Through. . . . .

- Respect
- Freedom
- Autonomy
- Nonpossessiveness
- Dealing with problems openly
- Confidence
- Encouragement

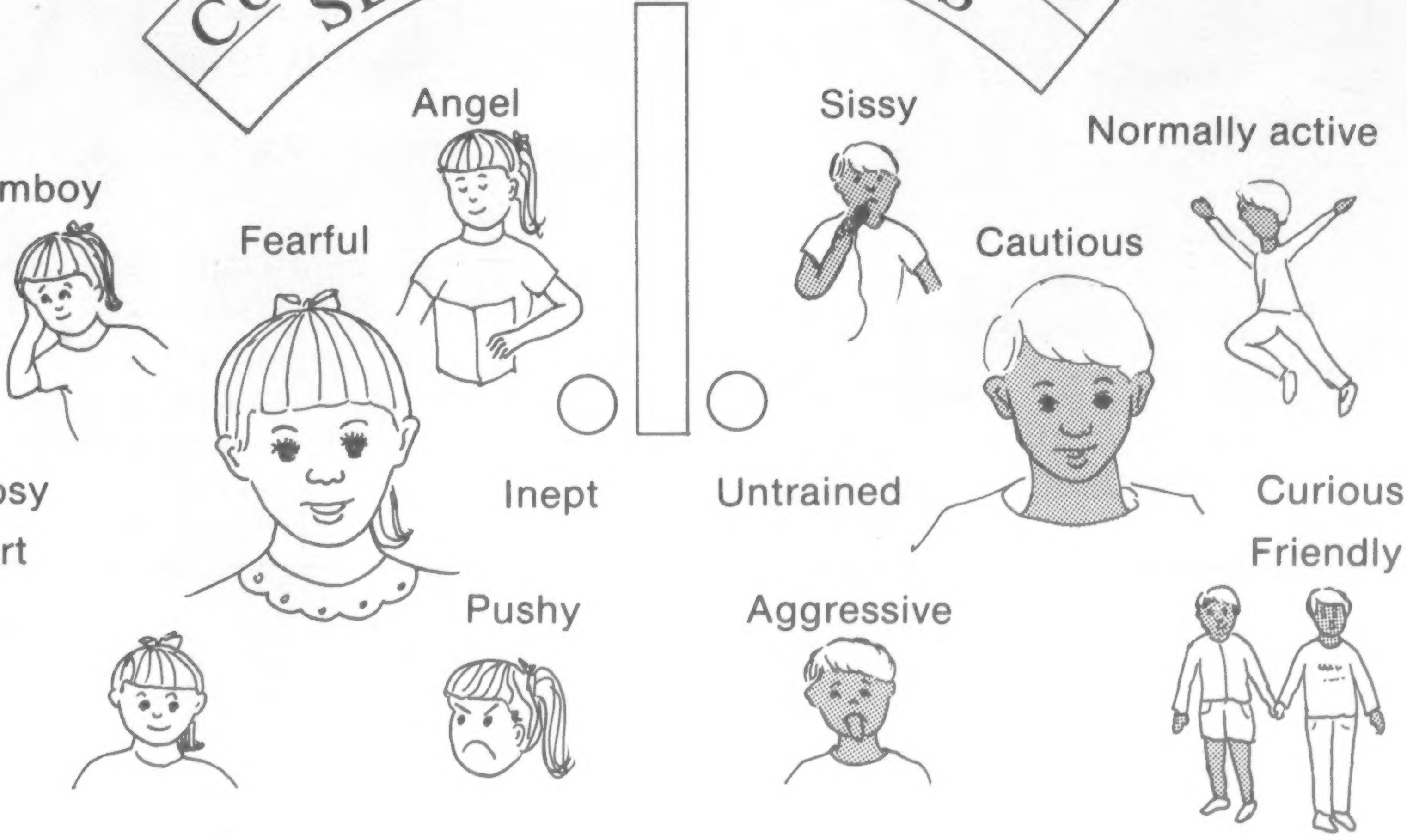
THE FAMILY MOLDS THE CHILD

Encouragement Support Stimulation	INTELLECTUAL DEVELOPMENT	Discouragement Child feels inadequate
Loving and caring environment	EMOTIONAL DEVELOPMENT	Child is ignored Few signs of love and warmth Inconsistent guidance Conflict within the family
Positive guidance and discipline Taught to cooperate in the family group	SOCIAL DEVELOPMENT	Inconsistent guidance Conflict within the family
Proper nutrition Health care Good physical environment Exercise and activity	PHYSICAL DEVELOPMENT	Poor nutrition Little health care Poor hygiene and physical environment

EMPLOYMENT RELATED TO CHILD CARE

Child Development	Health	Care
Teacher's Aide	Nurse's Aide	Babysitter
Head Start Aide	Recreational Therapist	Playroom Attendant
Toy Consultant	Pediatric Nurse, LPN	Nursery School Attendant
Recreational Supervisor	Pediatric Nurse, RN	Child Care Aide
Teacher	Pediatrician, MD	Housekeeper
Handicapped Children's Specialist	Child Psychologist	Children's Institutional Aide
Child Development Specialist		Child Welfare Researcher
Administrator for Children's Programs		Social Worker
Operator of Day Care Center		

CULTURALLY DEFINED SEX DIFFERENCES



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The Child's Self-Concept is Influenced by . . .

- **Family Influences**
  - attitudes
  - treatment
  - love
  - affection
  - discipline
  - trust
  - encouragement

- **Physical Influences**
  - sex
  - body growth
  - maturation rate

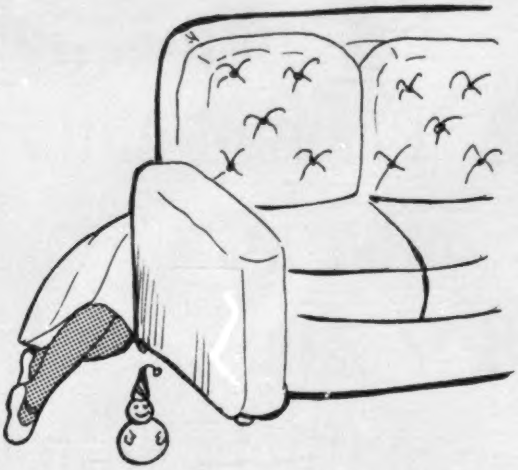
- **School Influences**
  - teacher attitudes
  - school achievement
  - relationship with classmates

- **Peer Influences**
  - group membership
  - development of friends
  - popularity

- **Societal Influences**
  - media
  - cultures
  - religions
  - ethnic groups
  - stereotypes

TYPES OF EXCEPTIONAL CHILDREN

Physically Handicapped



Emotionally Handicapped

Mentally Handicapped

Gifted

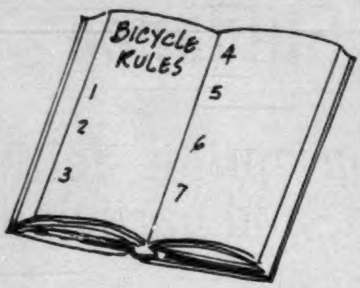
Direct Methods Of Guidance

1. Talk to the child on eye level, and use simple, positive directions.
2. Prevent child from hurting self or others.
3. Assist child in dealing with conflicts with others.
4. Give child a choice whenever possible.
5. Demonstrate or model the desired behavior.
6. Touch, guide, or lead the child by the hand for further direction.
7. Praise child with positive feedback.

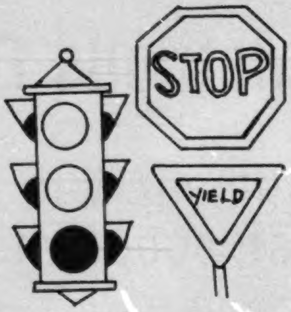
Indirect Methods Of Guidance

1. Provide an environment with appropriate activities to promote interest, cooperation, and participation.
2. Encourage independence by arranging accessible activities and equipment.
3. Arrange space for cues regarding appropriate behavior.
4. Schedule activities according to the needs of the children.
5. Provide appropriate adult/child ratio.
6. Consider age, sex, and number of children to form balanced groups.

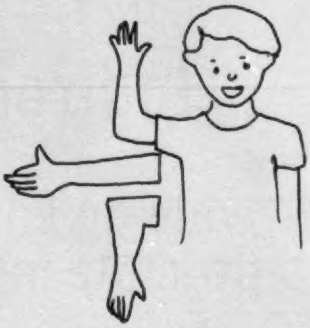
RULES FOR BICYCLE RIDERS
(Handout)



Learn traffic rules.

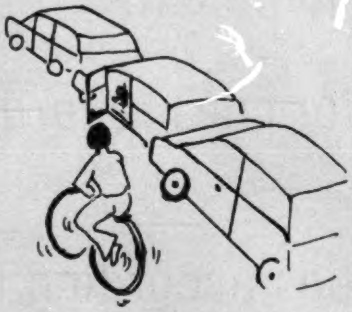


Follow traffic signs.

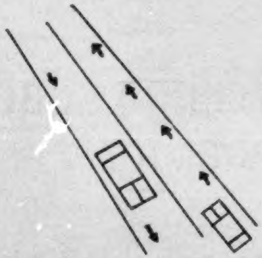


Signal for turns or stops.

Look in all directions.



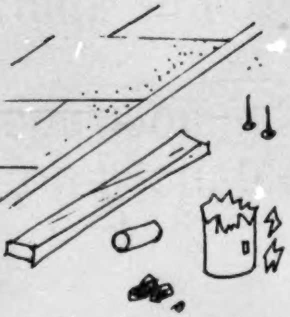
Watch for open car doors.



Ride on the right
side of the road.

Don't let others ride with you.

Don't show off.



Watch for broken things
on the road.

Meal Patterns for the School Child

Breakfast

- citrus fruit, milk, cereal or toast, meat or egg

Morning Snack

- fruit juice
- raw vegetables

Lunch

- meat
- 2 fruits or vegetables
- bread, rice, or noodles
- milk
- custard

Afternoon Snack

- milk or juice
- fruit or crackers

SIGNS OF ABUSE AND NEGLECT

FRACTURES
BURNS
MALNUTRITION
BRUISES
LACERATIONS

ABANDONED
UNEQUAL TREATMENT
HARSH LANGUAGE
WITHDRAWAL
EXPOSURE
LACK OF CONCERN
DIRTY CLOTHING

Long-Term Guidance Allows The Child to......

- Develop responsibility
- Learn to live with others
- Cooperate
- Deal with feelings
- Be independent
- Learn to make decisions
- Control self

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Short-Term Guidance Allows The Child to. . . .

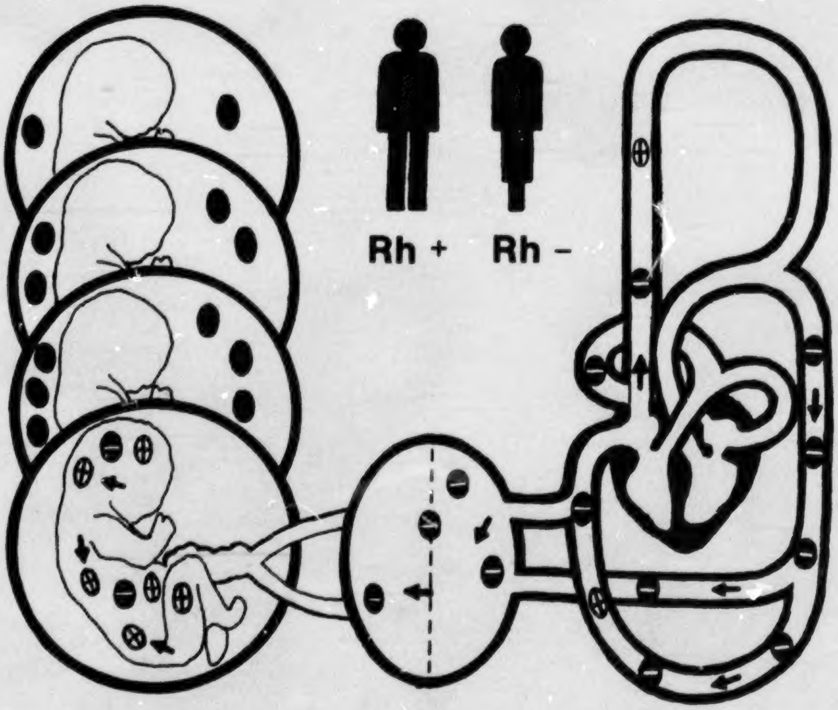
- Deal with specific problems
- Deal with feelings
- Get along with other children
- Adjust to environment
- Accept consequences of behavior
- Avoid greater problems

GUIDANCE METHODS WITH YOUNG CHILDREN

—Encourage the child
—Listen actively
—Mirror feelings
—Maintain a routine
—Use action, not words
—Take time to train
—Avoid criticism
—Recognize the child's postive behavior

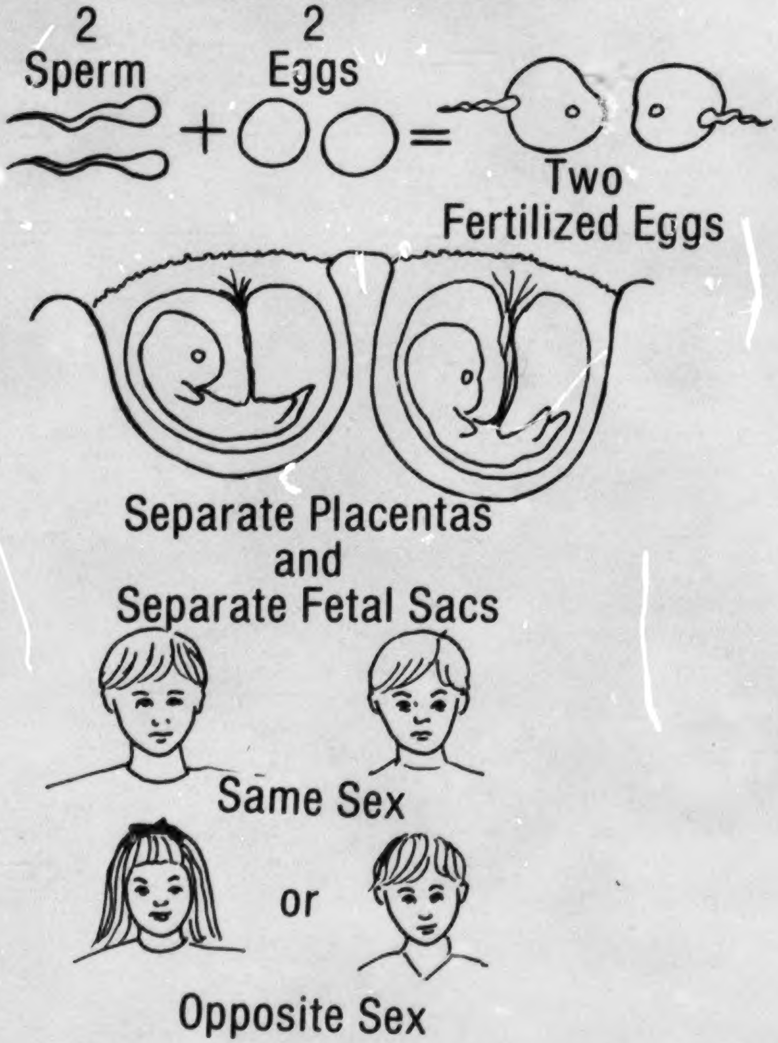
—Avoid rewards and punishment
—Avoid competition between children
—Don't threaten the child
—Do not participate in a power struggle
—Talk with the child, not at the child
—Watch your tone of voice
—Use the "no-lose method" for solving conflicts

Rh FACTOR IN PREGNANCY



antibodies increase
with each pregnancy

FRATERNAL TWINS



2 Sperm + 2 Eggs = Two Fertilized Eggs

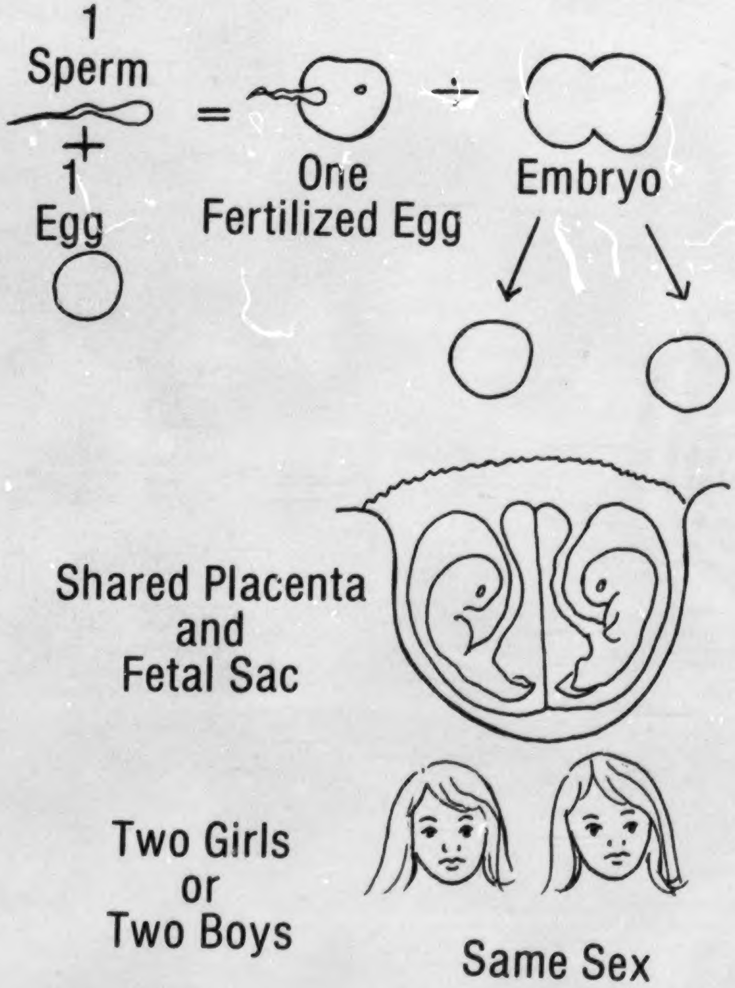
Separate Placentas
and
Separate Fetal Sacs

Same Sex

or

Opposite Sex

IDENTICAL TWINS



1 Sperm + 1 Egg = One Fertilized Egg ÷ Embryo

Shared Placenta
and
Fetal Sac

Two Girls
or
Two Boys

Same Sex

DELIVERY

Lightening

Labor
  - **Dilation Stage**
  - **Expulsion Stage**
  - **Afterbirth Stage**

Caesarean Section

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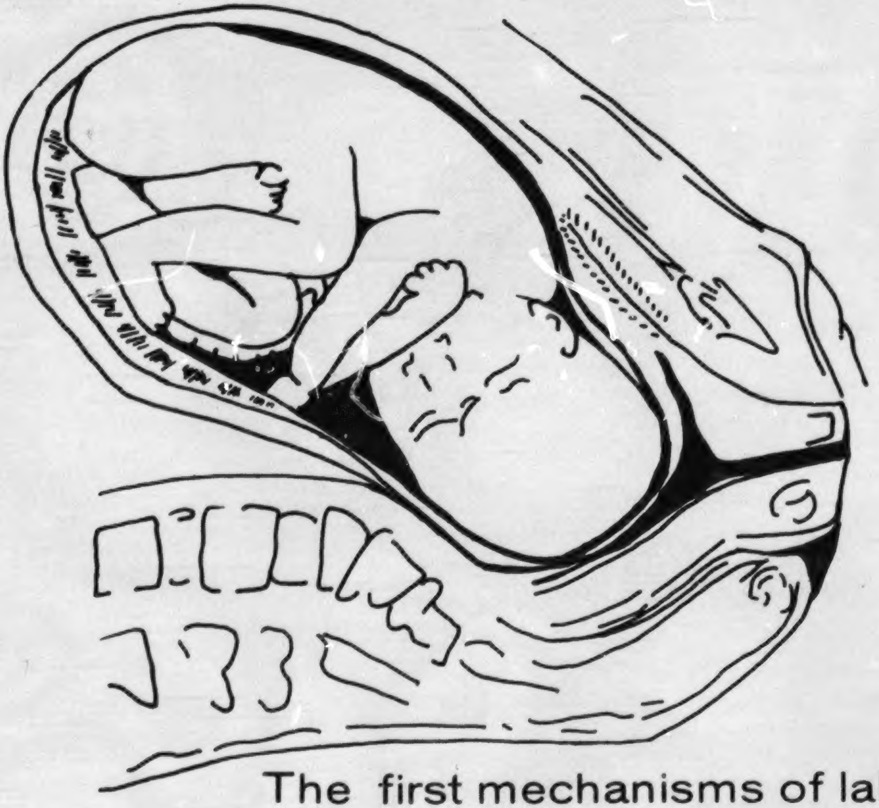
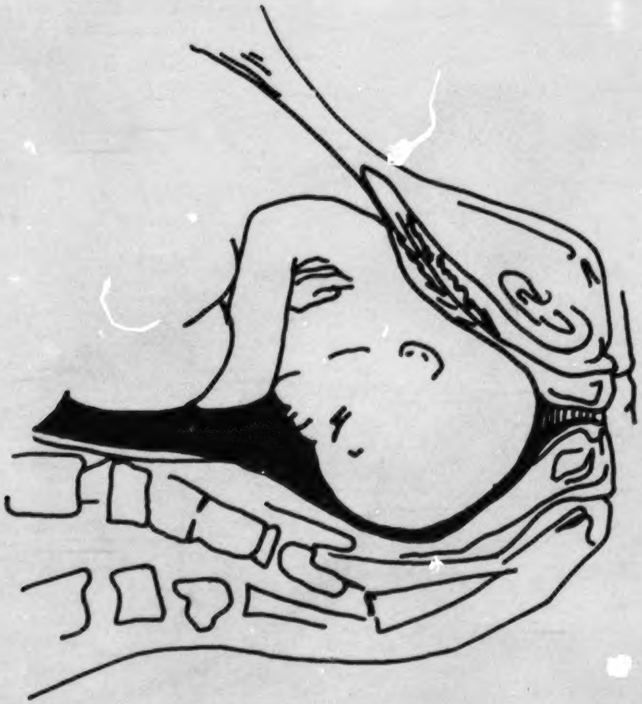
BIRTH PROCESS

ENGAGEMENT, DESCENT, FLEXION



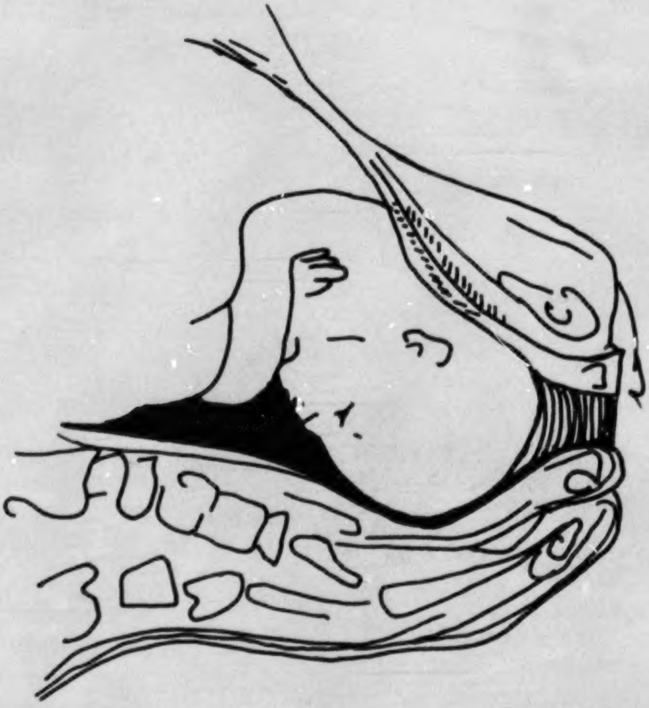
The first mechanisms of labor following engagement are descent and flexion.

INTERNAL ROTATION



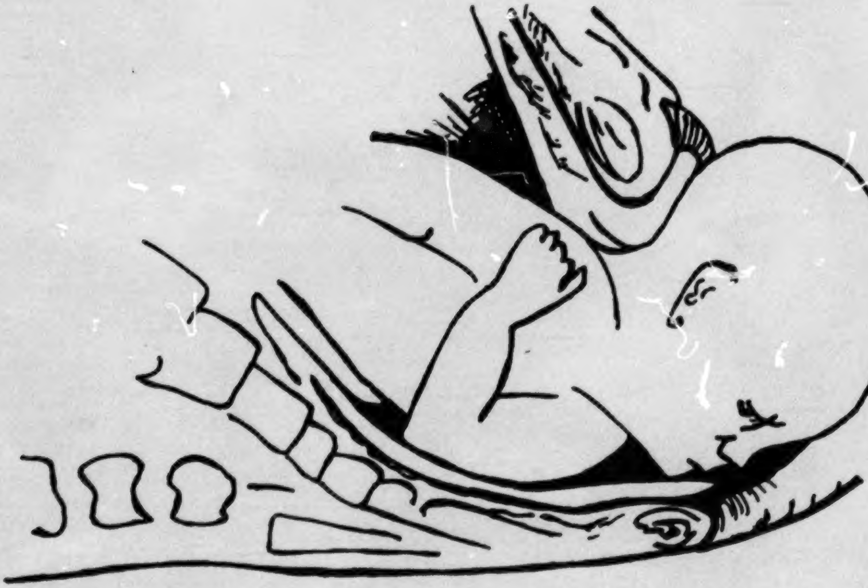
The next mechanism of labor is internal rotation.

EXTENSION BEGINNING



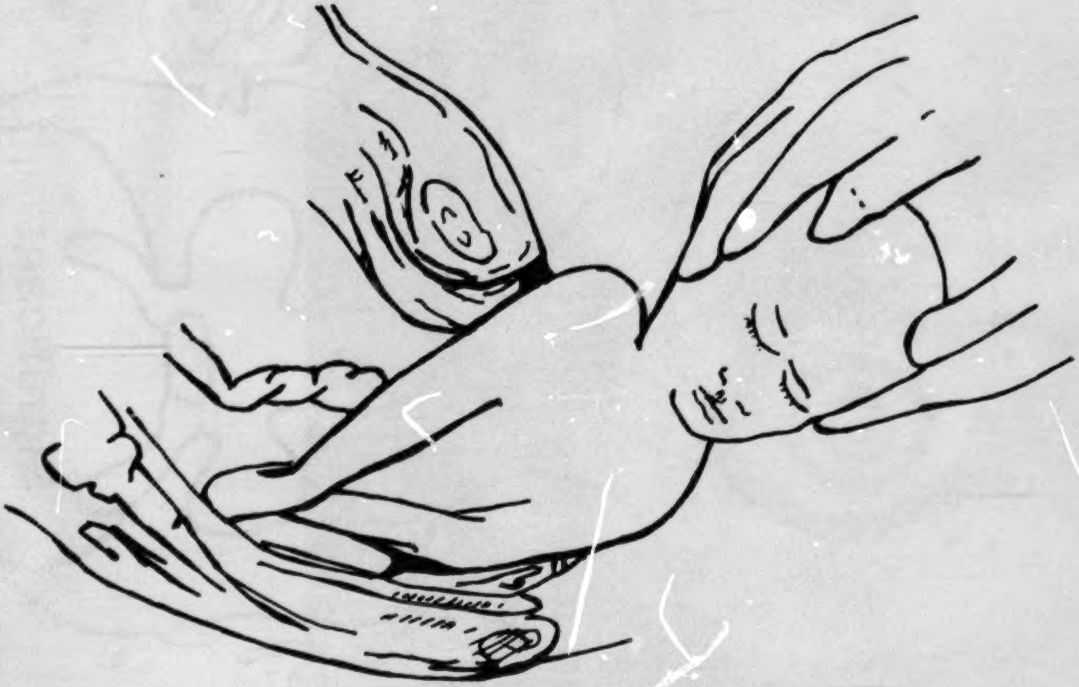
The next mechanism of labor is extension

EXTENSION COMPLETE



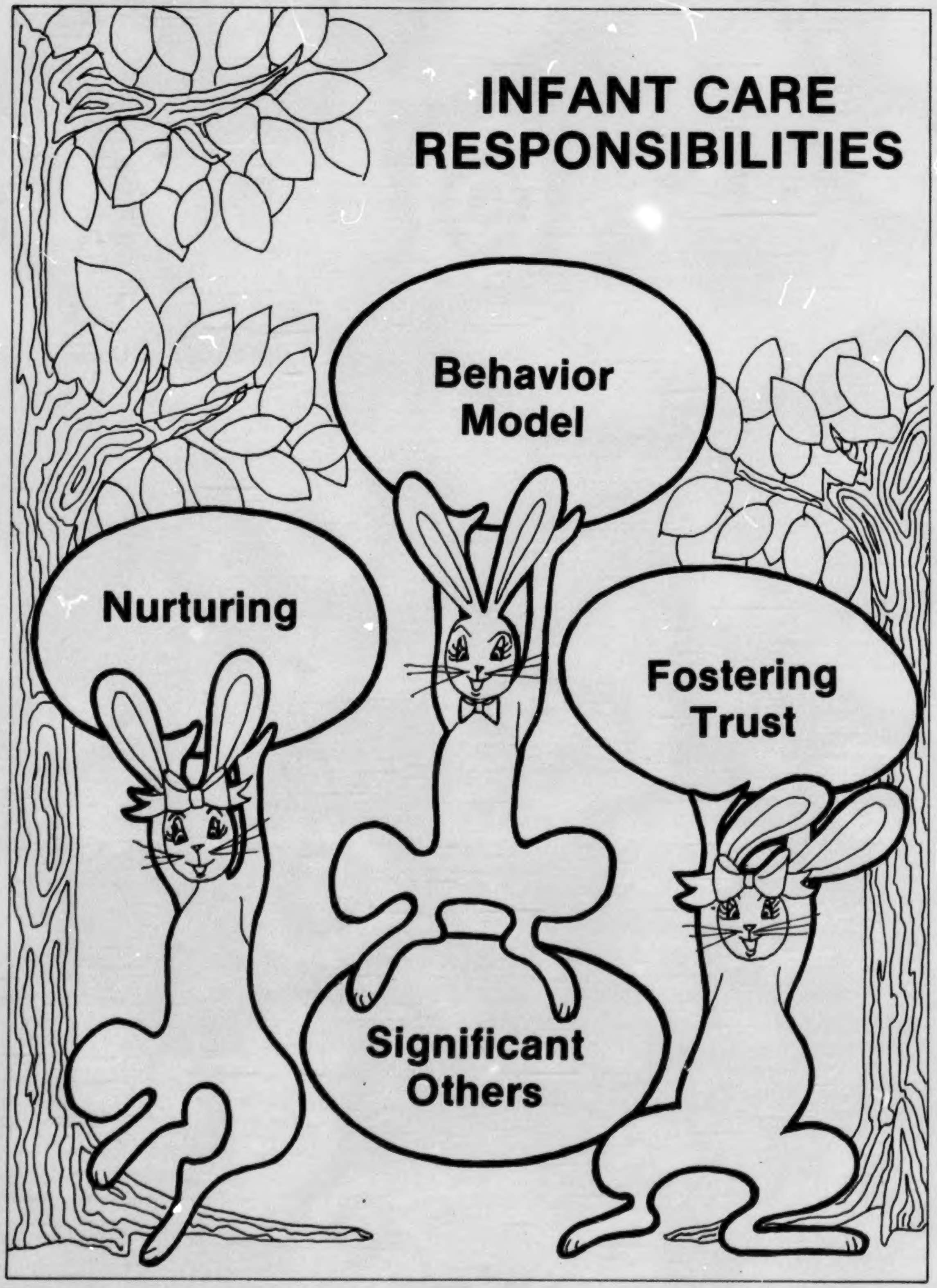
The head is delivered during extension.

EXPULSION



The last mechanism of labor is external rotation and expulsion.

INFANT CARE RESPONSIBILITIES



TRUST VS. MISTRUST

Birth to 2 Years

Consistency, Continuity, and Sameness Lead to Trust.

Inadequacy, Inconsistency, or Negativity May arouse Mistrust.

Source: Modified from Erik H. Erikson, *Childhood and Society*, 2nd ed. (New York: W.W. Norton, 1963).

APGAR NEWBORN SCORING SYSTEM

	Score		
Sign	0	1	2
Heart Rate	Not detectable	Below 100	Above 100
Respiratory Effort	Absent	Slow, irregular	Good, crying
Muscle Tone	Flaccid, limp	Some flexion of extremities	Active motion
Reflex Irritability	No response	Grimace[a]	Cough, sneeze[b]
Color	Blue, pale	Extremities blue, body pink	Completely pink

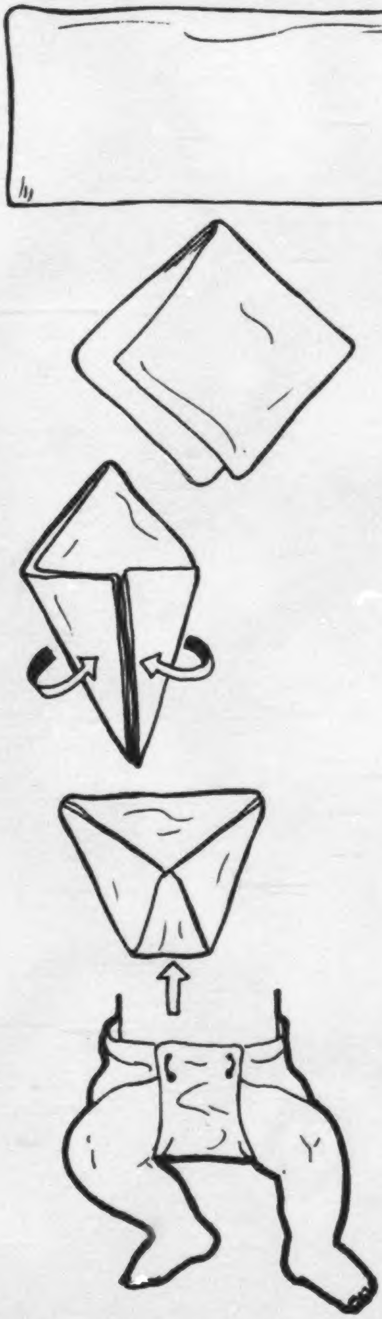
[a] When stimulated by suction in nose

[b] If the natural skin color of the child is dark, other tests for color are applied.

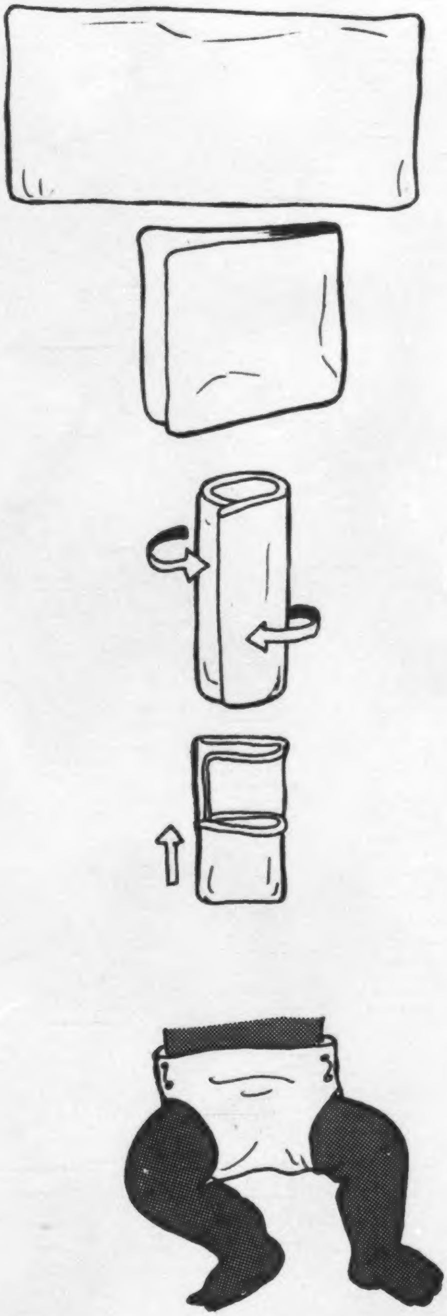
Adapted from Apgar, V. Proposal for a new method of evaluating the newborn infant. *Anesthesia and Analgesia*, 1953, 32, 260-267.

DIAPERING

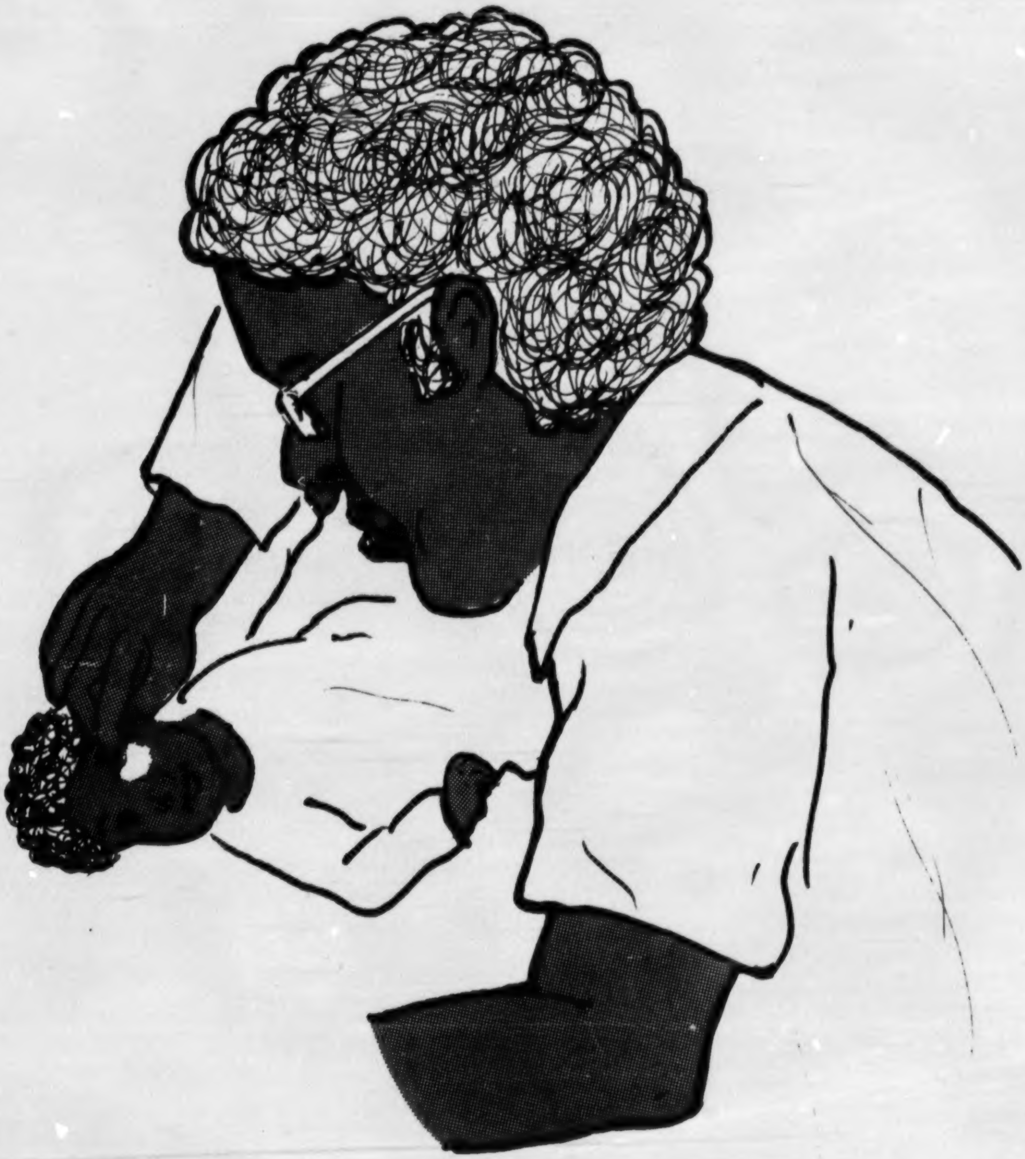
Triangle Fold



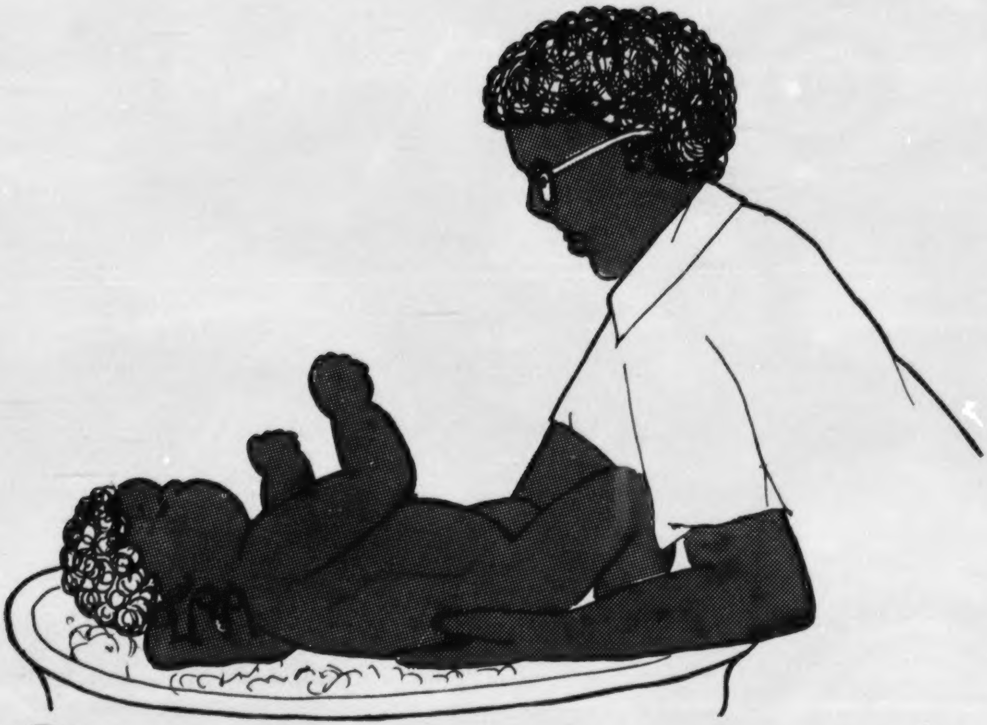
Square Fold



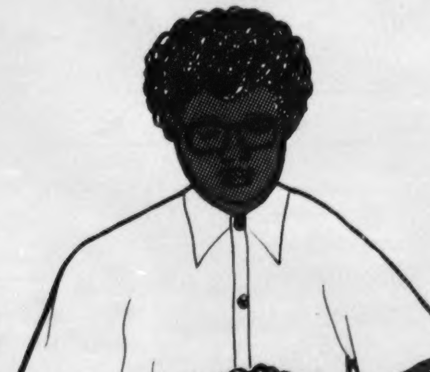
BATHING BABY



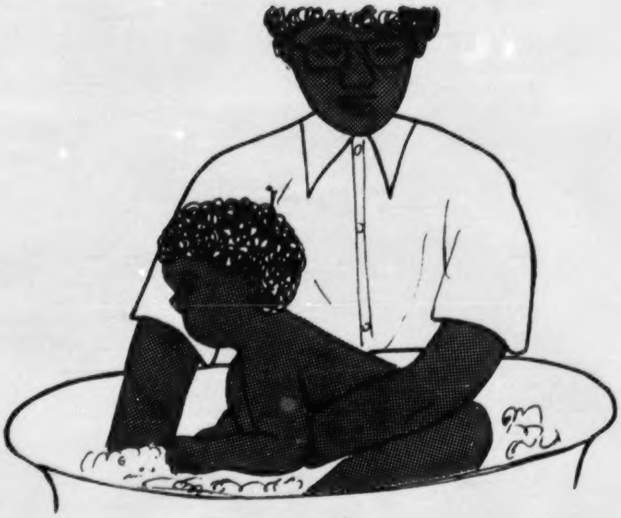
① **Wipe eyes.**



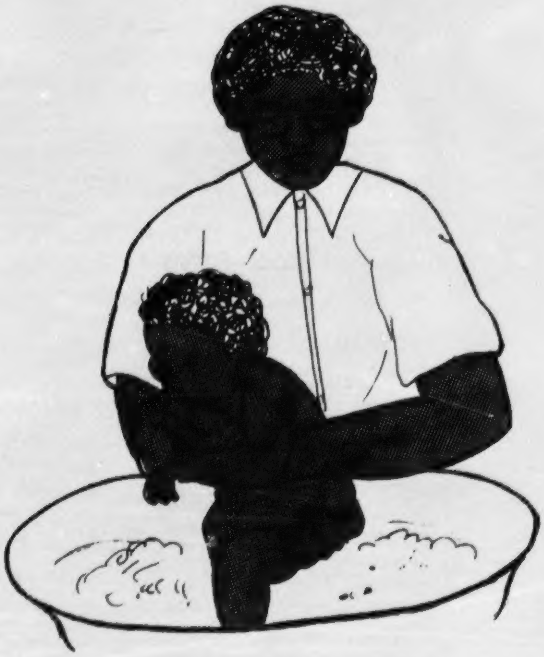
② Support head, back, and buttocks.



③ Support the head and shoulders while washing.



④ Support while washing in any position.



⑤ Lift baby out of tub.

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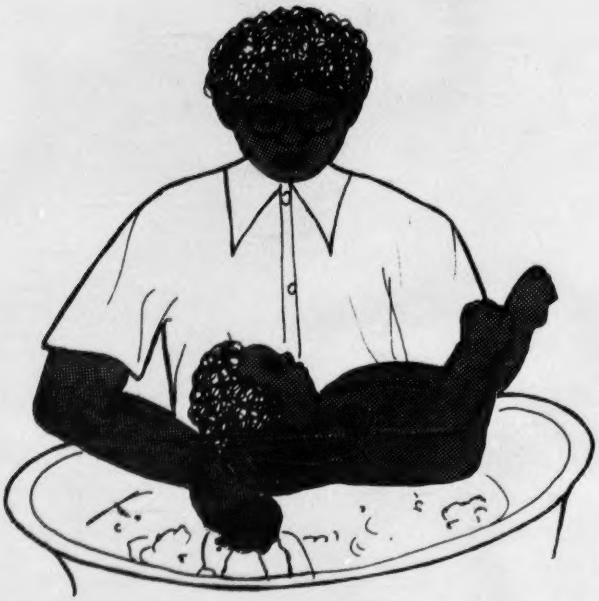
⑥ Use bathseat if the baby is active. Provide toys.



⑦ Use football hold while shampooing.

PRINCIPLES OF DEVELOPMENT

Maturation and Learning

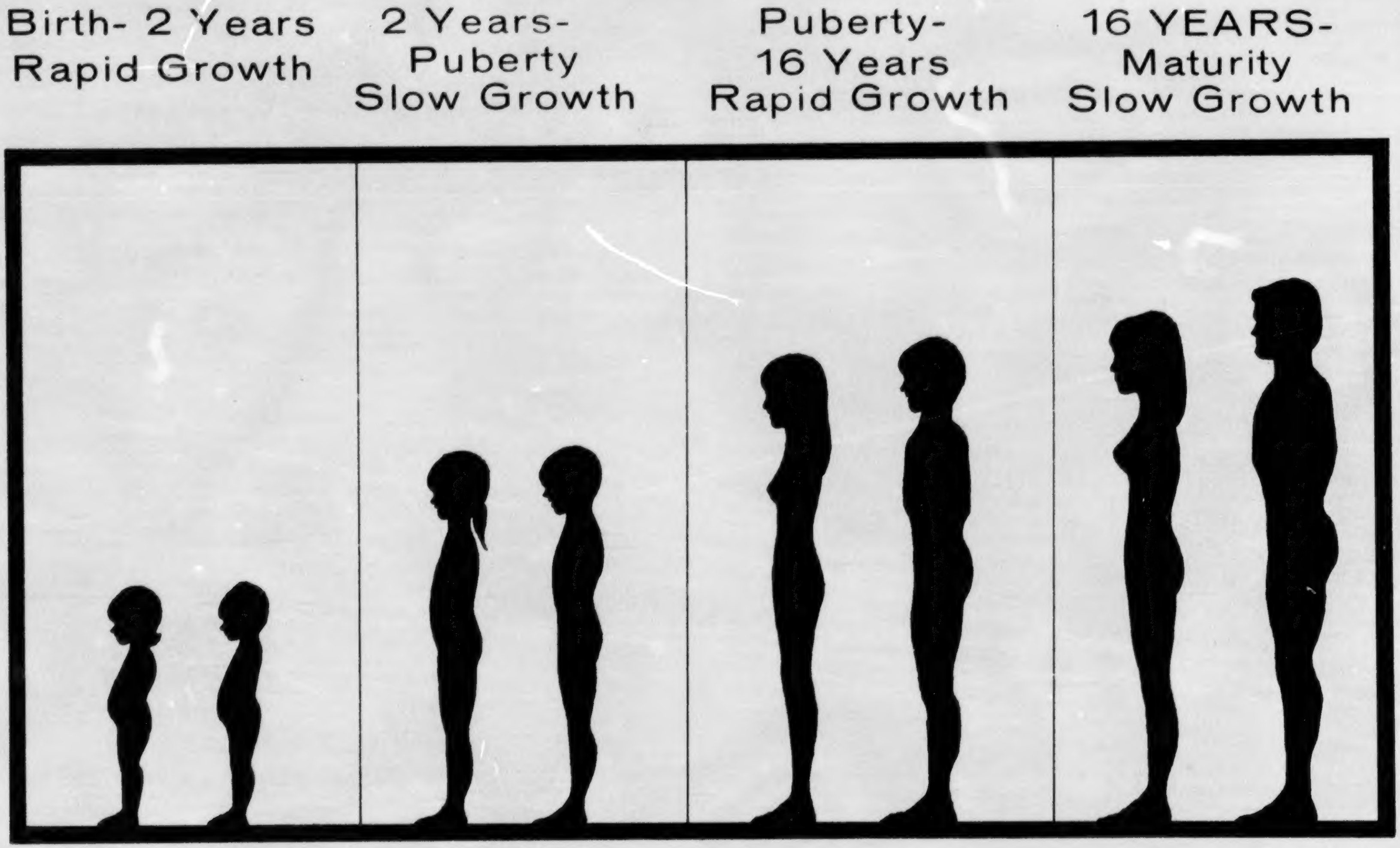
Predictable Patterns

Individual Differences

Characteristic

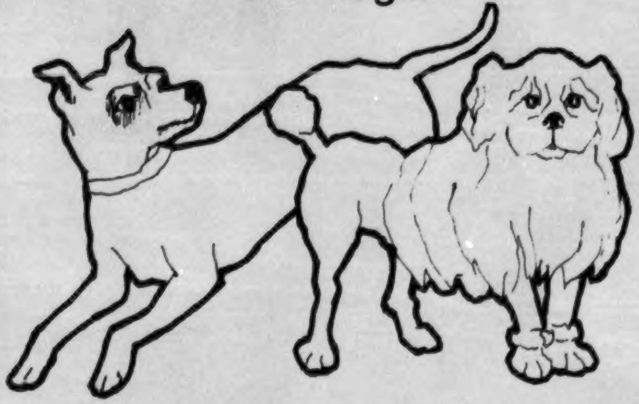
Importance of Early Development

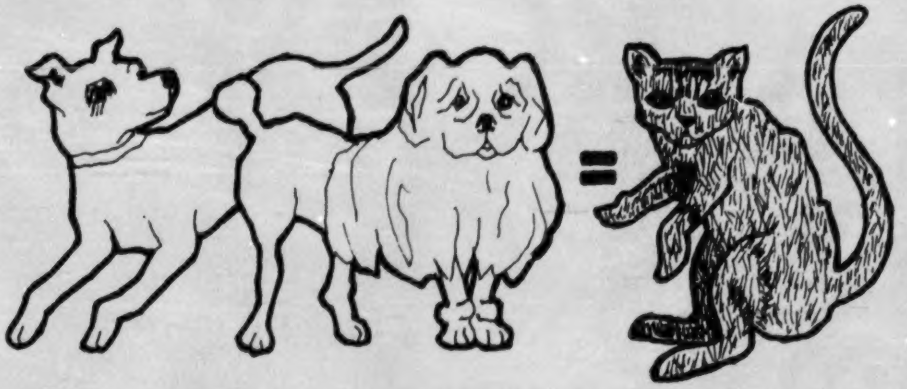
GROWTH CYCLES



ACCOMMODATION

The Child has a concept for "dog" which includes all animals with four legs.



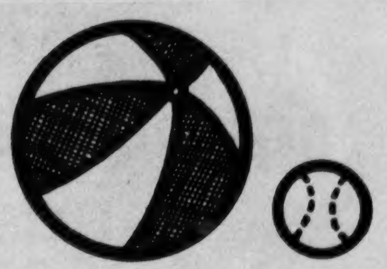


The child sees a cat for the first time and calls it a "dog." When the child realizes the cat doesn't fit "dog," the child may create a new category for "cat."

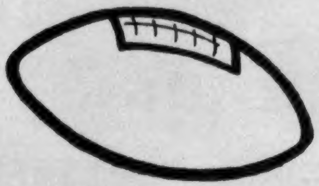
A better choice for the child would be to create a super-concept, or a broader category, which would include both the cat and the dog— such as "animal."

ASSIMILATION

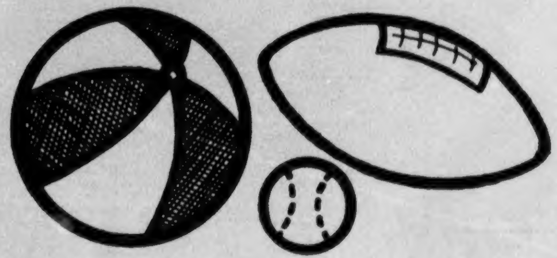
Child has a concept for "ball," which fits all the balls the child has seen so far.



The child sees a football for the first time.



The football matches the "ball" concept, so the child adds it to the concept of "ball."



Parenting: Show Love and Affection by . . .

- explaining
- touching
- hugging
- listening
- being honest
- being open
- being together
- trusting
- setting limits
- respecting
- fostering independence
- not judging
- encouraging
- returning feelings
- supporting
- empathizing
- teaching
- working together

AUTONOMY VS. DOUBT

2 to 3 Years

Opportunities to try out new Skills at own pace and in own way, lead to Autonomy.

Overprotection or lack of Support may lead to Doubt about ability to Control Self or Environment.

Source: Modified from Erik H. Erikson, *Childhood and Society*, 2nd ed. (New York: W.W. Norton, 1963).

INITIATIVE VS. GUILT

4 to 5 Years

Freedom to engage in Activities
Parent's patient Answering of Questions
Lead to Initiative.

Restrictions on Activities
Parent's treatment of Questions as a Nuisance
Lead to Guilt.

Source: Modified from Erik H. Erikson, *Childhood and Society*, 2nd ed. (New York: W.W. Norton, 1963).

INDUSTRY VS. INFERIORITY

6 to 11 Years

Being Encouraged to Create and Practice
new Skills and Tasks
Being Praised for Accomplishments
Lead to Industry.

Limitations on Activities
Criticism of what is Done
Lead to Inferiority.

Source: Modified from Erik H. Erikson, *Childhood and Society,* 2nd ed. (New York: W.W. Norton, 1963).

IDENTITY VS. ROLE CONFUSION

12 to 18 Years

Recognition of Continuity and Sameness:

- in One's Personality
- when in Different Situations
- when Reacted to by Different Individuals

Leads to Identity.

Inability to establish Self-Stability:

- regarding sex roles
- occupational choice
- developing relationships

Leads to Role Confusion.

Source: Modified from Erik H. Erikson, *Childhood and Society*, 2nd ed. (New York: W.W. Norton, 1963).

FACTORS AFFECTING SIBLING RELATIONSHIPS

1. ORDINAL POSITION
2. SEX

FACTORS AFFECTING SIBLING RELATIONSHIPS

3. NUMBER OF CHILDREN

FACTORS AFFECTING SIBLING RELATIONSHIPS

4. PARENTAL ATTITUDES TOWARD CHILDREN

PARENTS OF EXCEPTIONAL CHILDREN

REACTIONS TO THEIR HANDICAPPED CHILD MAY BE:

—Shock

—Remorse

—Martyrdom

—Ambivalence

—Self-pity

—Bitterness

—Depression

—Envy of other families

—Guilt—feel they have caused it in some way

—Feelings of failure

—Refusal to believe it; seek other opinions

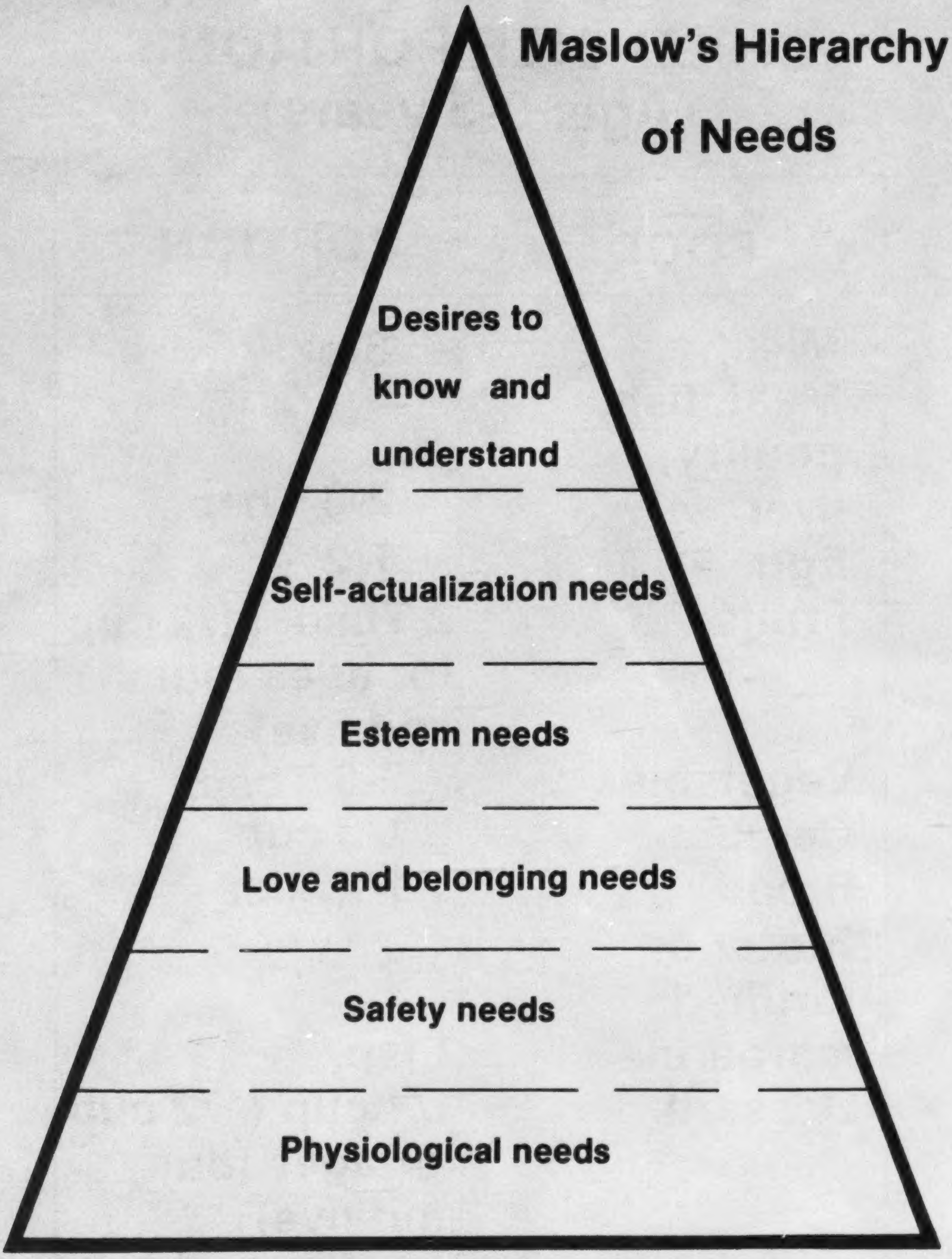
—Overprotection of the child

—Inability to accept the child's limitations

—Feelings of heavy responsibility

—Rejection of the child

Maslow's Hierarchy of Needs



CHILD-SIZE PORTIONS
(Age: 3-5 years)

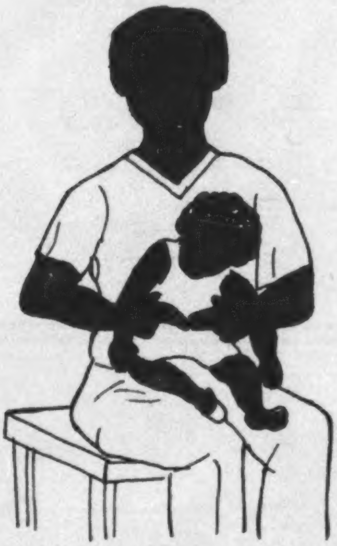
FOOD	PORTION
Milk	6 oz.
Meat, fish, poultry, liver	2-3 Tbsp.
Egg	1/2
Fruits	2 Tbsp. (1/2 cup for ages four and five)
Vegetables	2-3 Tbsp.
Cereal	1/3 cup
Bread	1/2 slice
Butter or fortified margarine	1 tsp.
Desserts	1/4 cup (1/2 cup for ages four and five)

HOUSING NEEDS OF THE CHILD

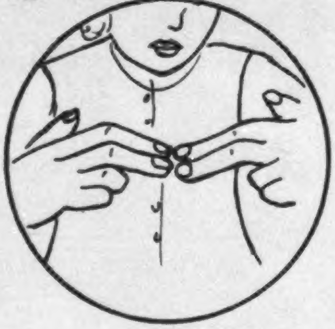
ROOM WITH:	-good ventilation
	-windows with morning sun
	-curtains
	-floor covering
	-closet
FURNITURE:	-crib (up to 3 yrs.)
	-bed (after 3 yrs.)
	-chest with drawers
	-table and chairs
	-shelves and/or toy chest
AREA FOR:	-sleeping
	-bathing and changing
	-eating
	-play and interaction with people

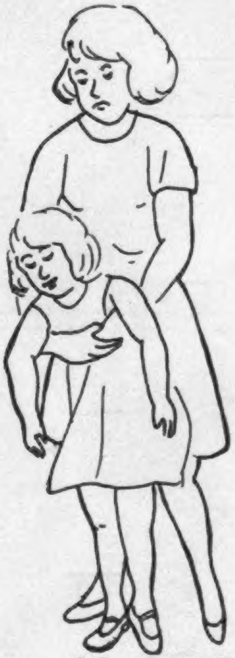
HEIMLICH MANEUVER FOR CHOKING VICTIMS

Do not interfere with the child's efforts to free an obstruction if the child can breathe, speak, or cough. If the child's breathing is disturbed, do the following.

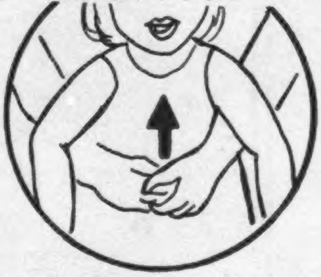


Hold a baby on your lap. Place the index finger and middle finger of each hand just below the ribs. Give a quick upward thrust.



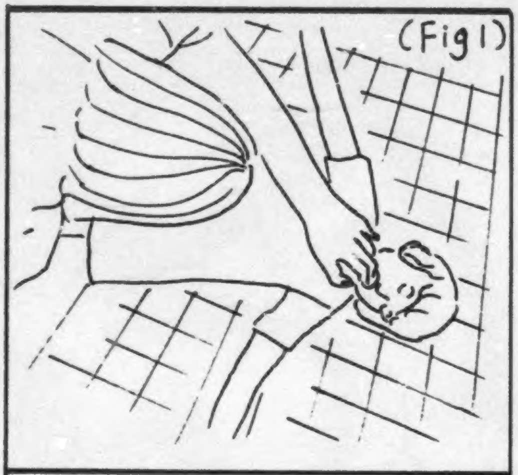


Stand behind a child and. . . . .

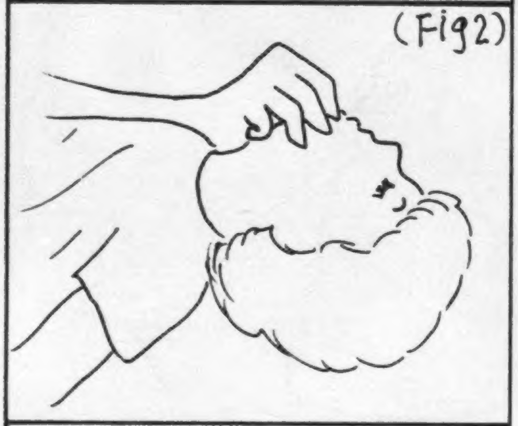


Press fist into a child's abdomen with quick upward thrust.

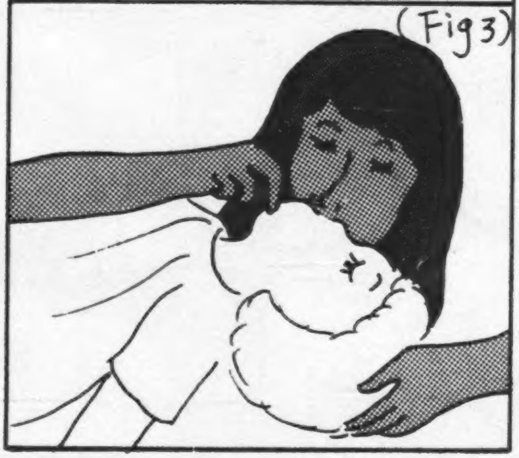
ARTIFICIAL RESPIRATION



Drain water from lungs. Remove foreign matter from mouth.



Elevate shoulders. Tilt head back.



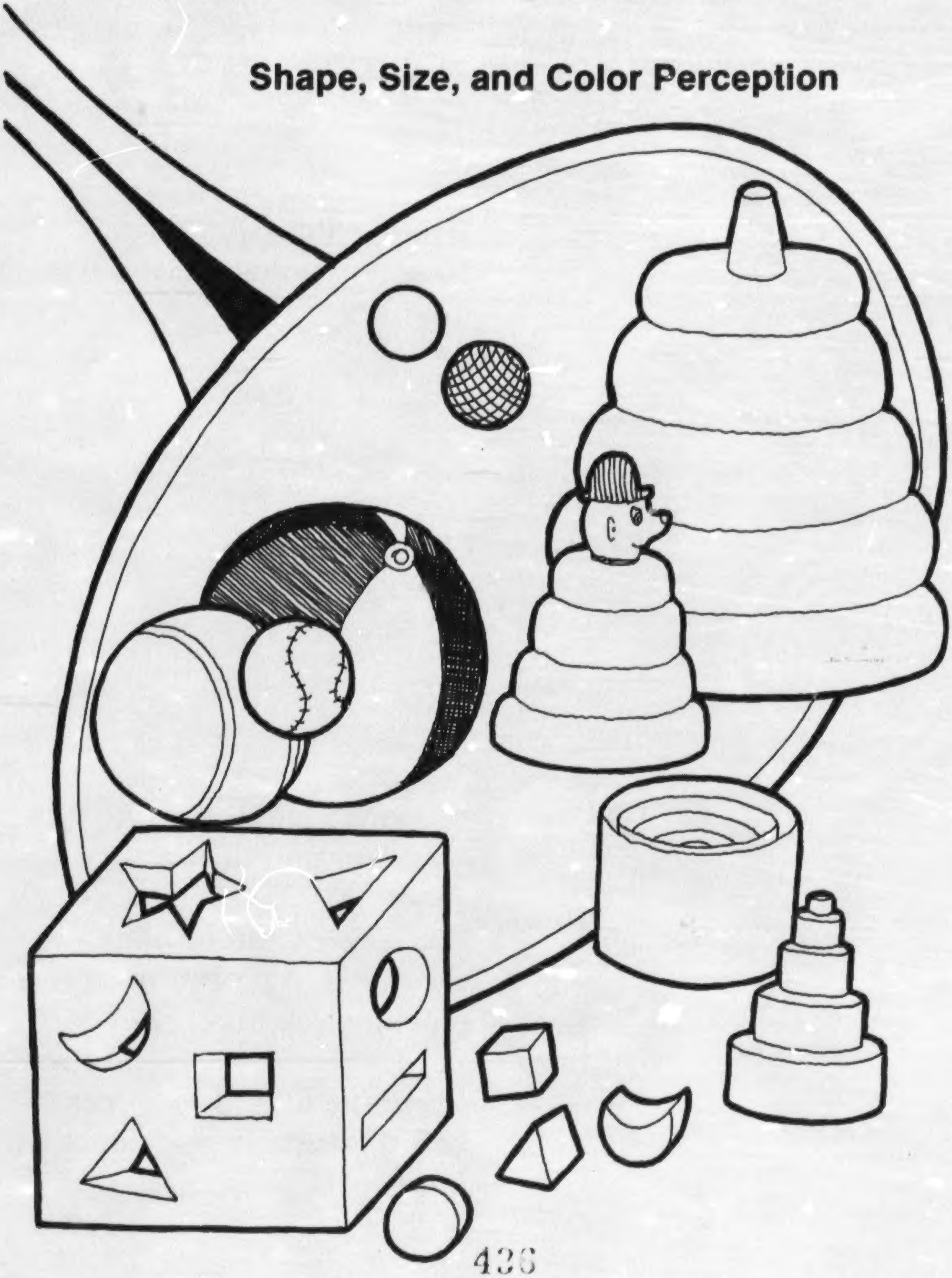
For small child, breathe into nose and mouth together.

For larger child or adult, breathe into mouth or nose, pinching the other shut.

Continue until person can breathe without assistance or until special help arrives.

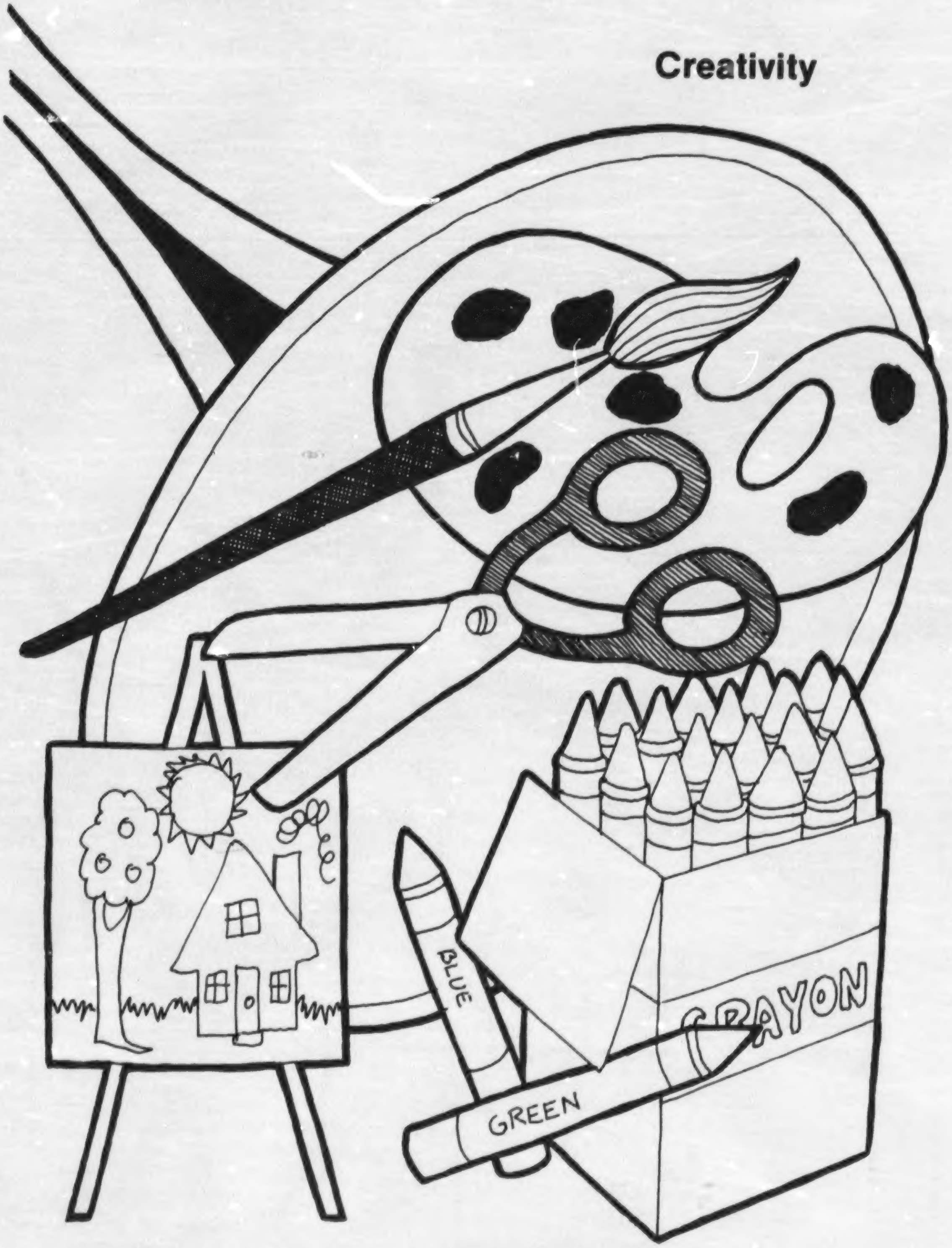
HORN OF FUN— FOR GROWTH AND DEVELOPMENT

Shape, Size, and Color Perception



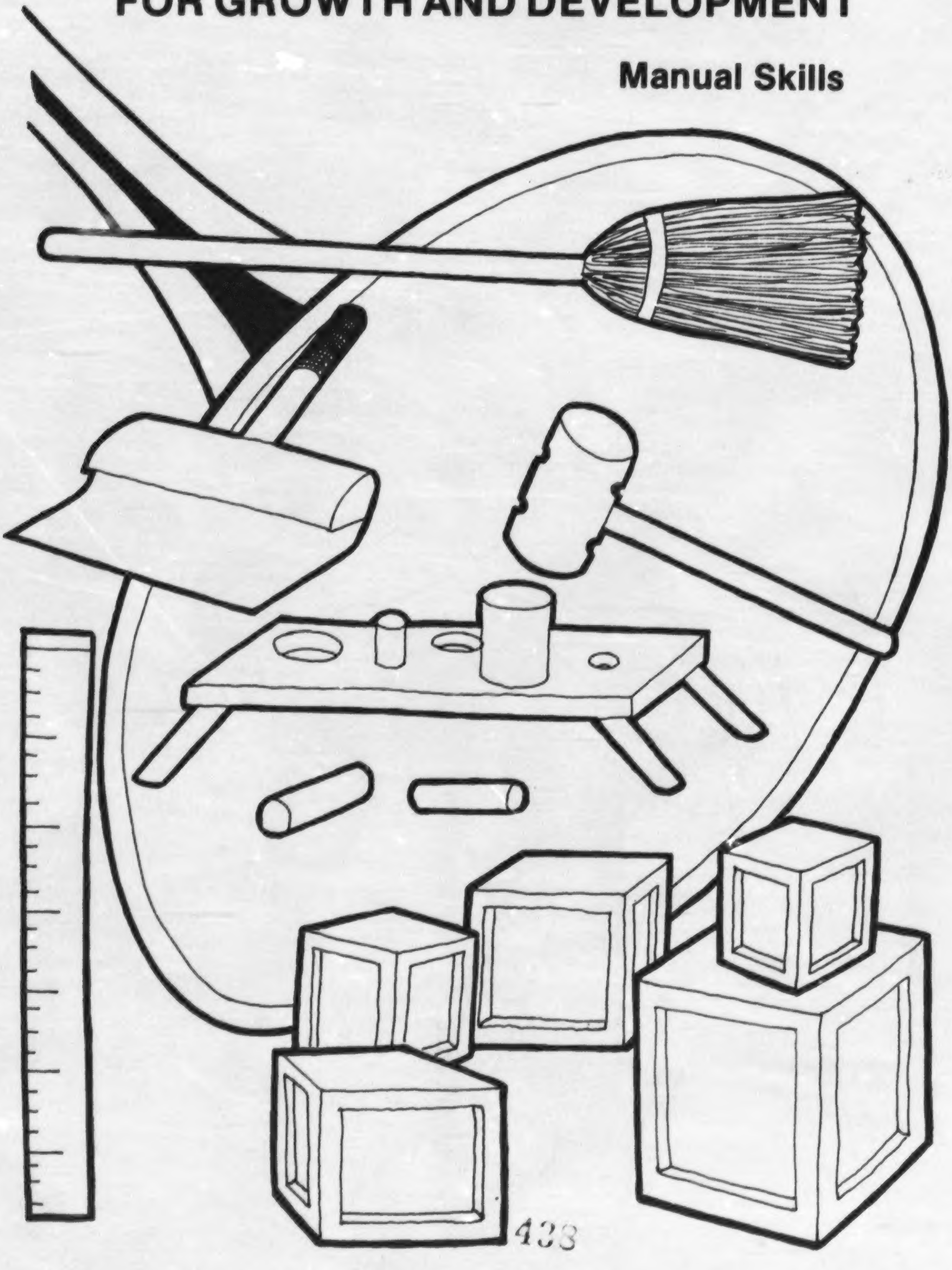
HORN OF FUN— FOR GROWTH AND DEVELOPMENT

Creativity

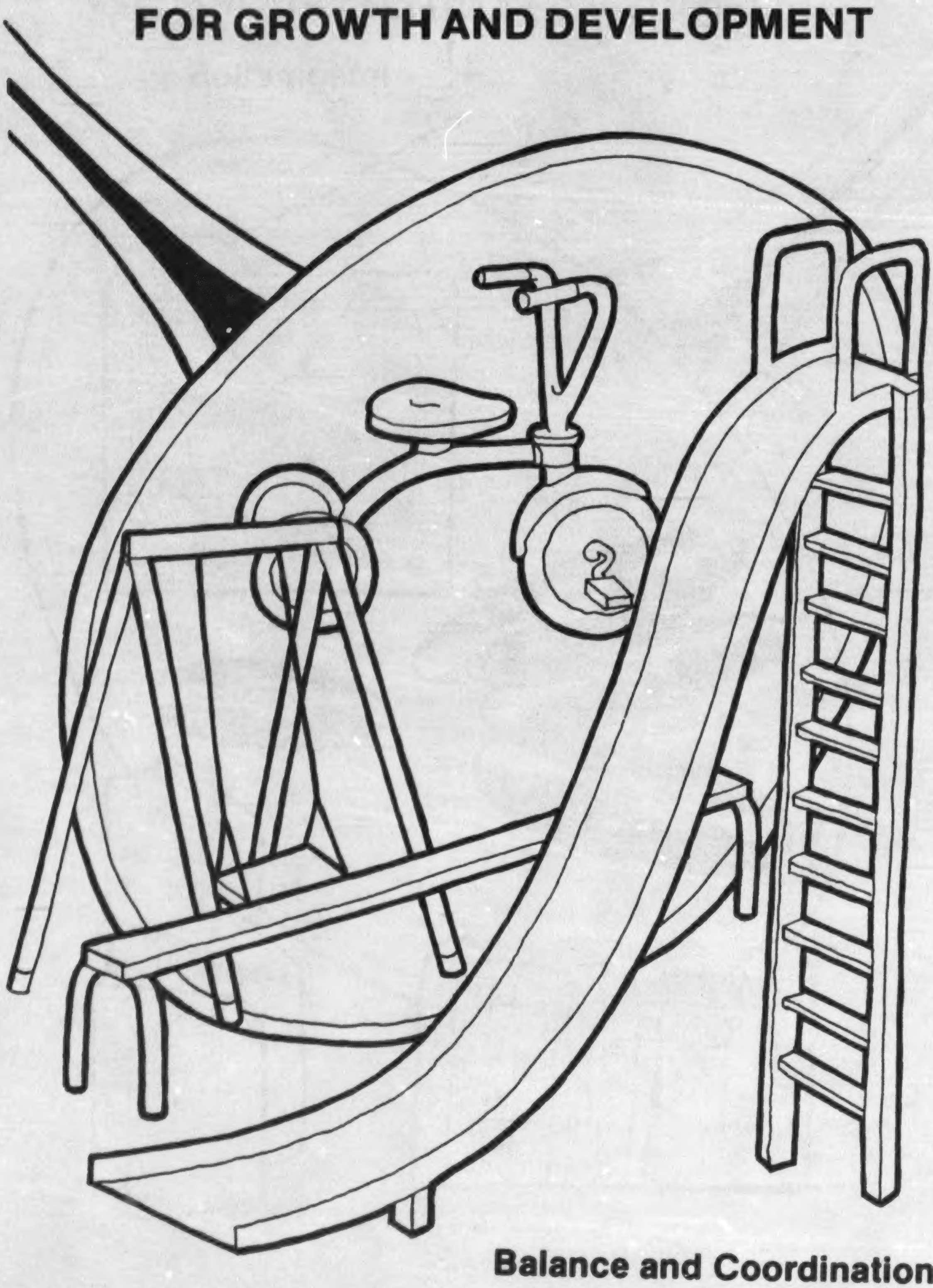


HORN OF FUN— FOR GROWTH AND DEVELOPMENT

Manual Skills



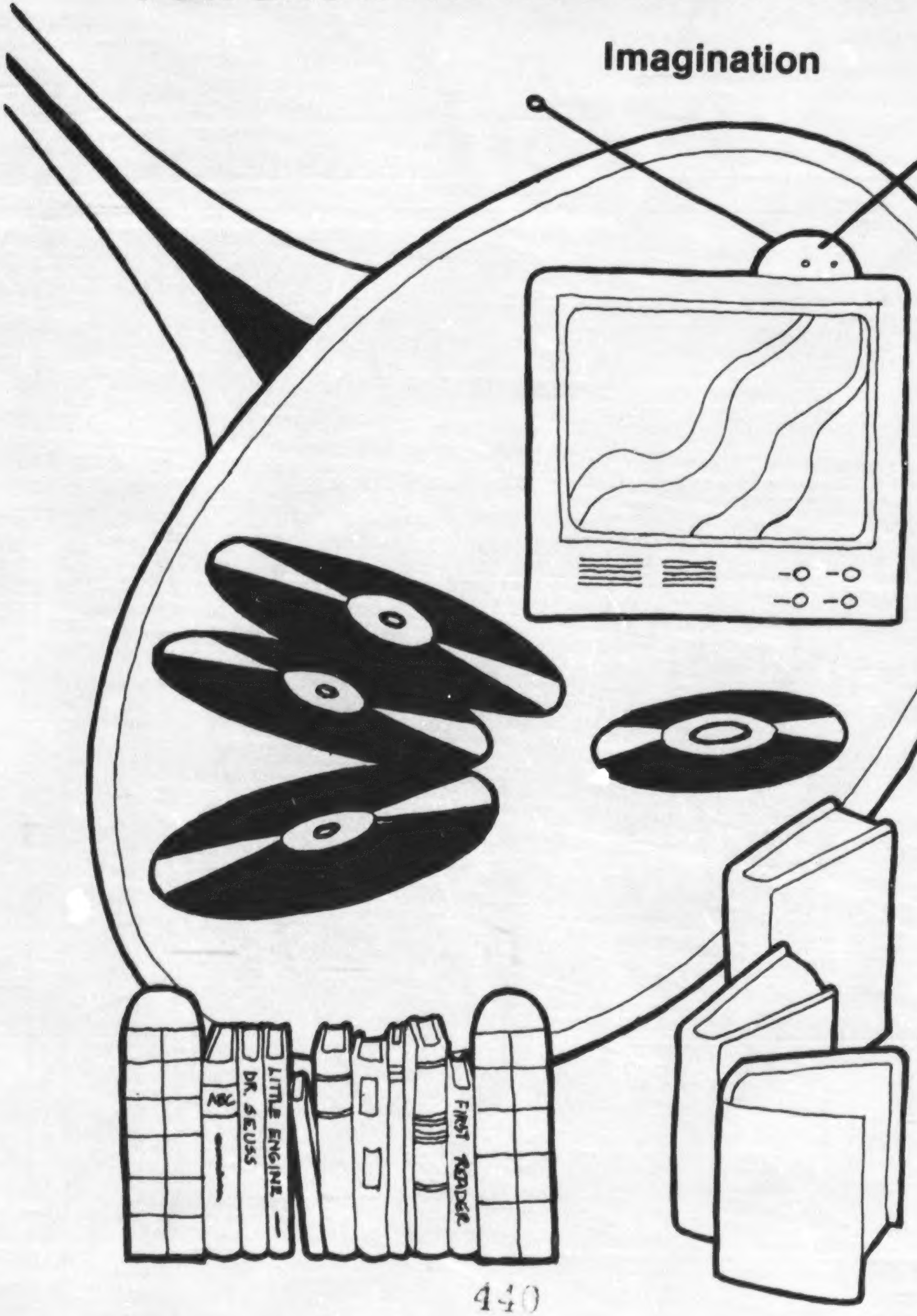
HORN OF FUN—
FOR GROWTH AND DEVELOPMENT



Balance and Coordination

HORN OF FUN— FOR GROWTH AND DEVELOPMENT

Imagination



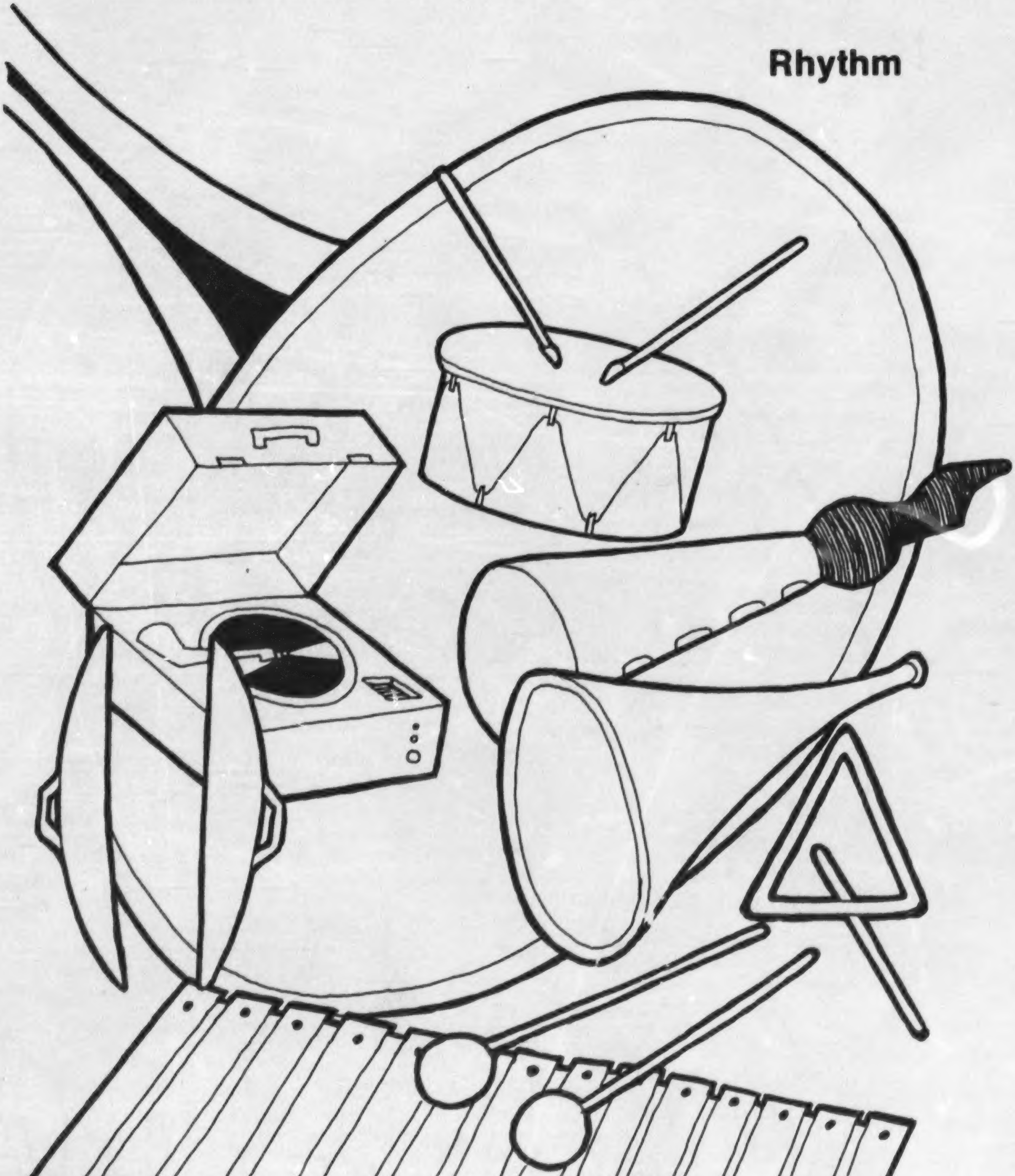
HORN OF FUN—

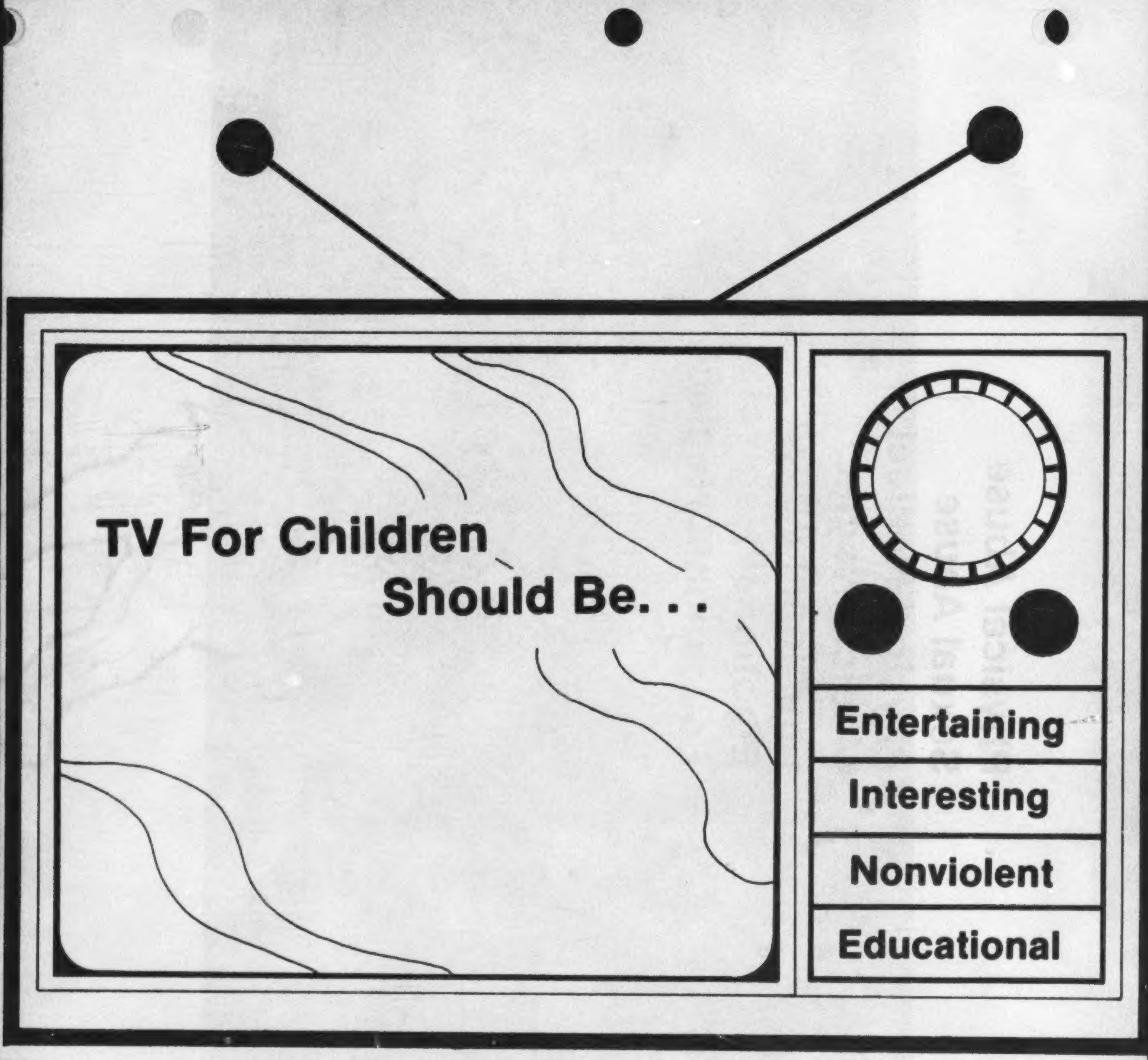
FOR GROWTH AND DEVELOPMENT

Drama

HORN OF FUN— FOR GROWTH AND DEVELOPMENT

Rhythm





TV For Children
Should Be. . .

- **Entertaining**
- **Interesting**
- **Nonviolent**
- **Educational**

FORMS OF CHILD ABUSE

Physical Abuse
Sexual Abuse
Physical Neglect
Medical Neglect
Emotional Abuse
Emotional Neglect
Educational Neglect

CHILD DEVELOPMENT, CARE, AND GUIDANCE
REFERENCE LIST

Books

Ames, Louise Bates. *Child Care and Development.* Rev. ed. New York: Harper & Row, 1979. 426 pp. ($17.66, l.p. The child: ages and stages, development, routines, family living, in school, health, tension outlets, and behavior problems. G: na; SBF.)

Bee, Helen. *The Developing Child.* 2nd ed. New York: Harper & Row, 1978. 420 pp. ($14.95, l.p.; study guide $5.95, l.p. Prenatal development and birth; newborn; physical growth and development; perceptual, language, personality, interpersonal, and cognitive development; interpersonal relationships; self-concept and sex role identity; moral behavior; atypical development; overview by age. G: 10; SBF.)

Brisbane, Holly E. *The Developing Child.* 3rd ed. Peoria, IL: Charles A. Bennett, 1980. 480 pp. ($13.72, l.p., $10.29, s.p. Introduction to child study, pregnancy, birth, the child from one to three and four to six, health and safety, problem situations, children of other cultures, careers in child care services. G: 9; SBF.)

Draper, Mary Wanda, and Draper, Henry E. *Caring for Children.* Rev. ed. Peoria, IL: Charles A. Bennett, 1979. 560 pp. ($15.28, l.p. Getting involved with children, developmental tasks and skills, environment, guiding children's behavior, working in children's centers, planning a children's program. G: 10; SBF.)

Draper, Thomas; Ganong, Marilyn C.; and Goodell, Virginia, eds. *See How They Grow: Concepts in Child Development and Parenting.* New York: Maclean Hunter, 1980. 391 pp. ($16.00, l.p. Preparing for parenthood; conception; pregnancy; birth; physical, cognitive, social/emotional development; interaction with toddler, preschool, school-age, and adolescent. G: 9; SBF.)

Dunn, Martha D., and Peeler, M. Yvonne. *Living, Learning, and Caring.* Lexington, MA: Ginn, 1981. 400 pp. ($11.49, s.p. The individual and food, clothing, relationships, and citizenship. G: 10, 1976 ed.; SBF.)

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Texas Child Care Quarterly. Austin, TX: Texas Department of Human Resources. ($5.00, 1-year subscription; $10.00, 2-year subscription. Allow 6 weeks for delivery. Child care, guidance, and activities.)

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Consumer Information Center, Pueblo, CO 81009

Johnson and Johnson Baby Products Company, The Consumer and Professional Services Department, New Brunswick, NJ 08903

Metropolitan Life Insurance Company, Health and Welfare Division, 1 Madison Avenue, New York, NY 10010

National Dairy Council, 6300 North River Road, Rosemont, IL 60018

National Foundation/March of Dimes, Division of Health Information and School Relations, Box 2000, White Plains, NY 10602

National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611

Public Affairs Committee, Inc., 381 Park Avenue South, New York, NY 10016

Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Teaching Aid Sources

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